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THE LIBRARY JOURNAL

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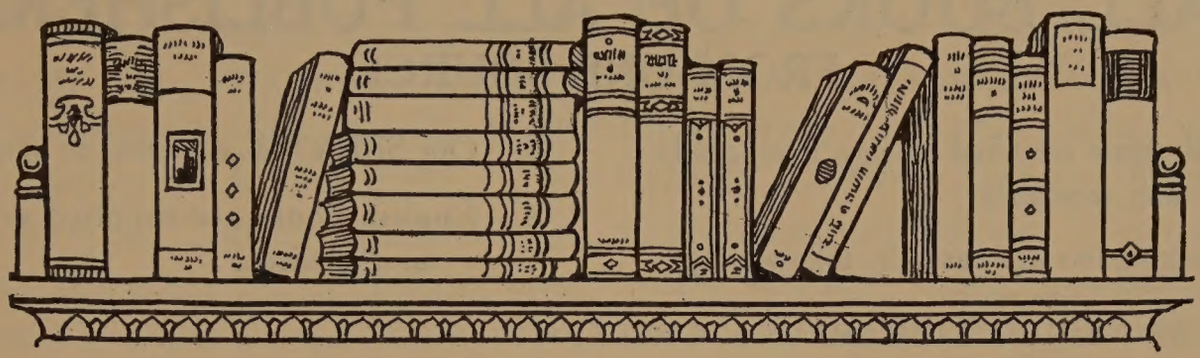
Well, we'll journey to the Coast next July, and we'll see what we shall see.

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Library Book Outlook

New book titles, especially fiction-titles, are beginning to crowd one another in the clamoring for library consideration.

Some veteran fiction-writers reappear in Irving Bacheller's Father Abraham (Bobbs-Merrill, $2), a tale of the last years of Lincoln's life; Sir Philip Gibbs' The Reckless Lady (Doran, $2), a novel of youth, love and marriage, playing in England and America; Berta Ruck's Lucky in Love (Dodd, Mead, $2), light and clean, and typical of the author's work; Carolyn Wells's Anything but the Truth (Lippincott, $2), a new Fleming Stone detective story; Harold Bindloss's Cross-Trails (Stokes, $2), a typical Bindloss adventure-story, playing in British Columbia and England; Irvin Cobb's Alias Ben Alibi (Doran, $2), a series of tales of journalisic audacity, enterprise, and canniness; P. G. Wodehouse's Bill the Conqueror (Doran, $2), in which a rich man, weary of supporting a horde of relatives, adopts a villainous small boy, with amusing results; Will Irwin's Youth Rides West (Knopf, $2), a tenderfoot's experiences in the mining rush of the Seventies; and Algernon Blackwood's Tongues of Fire (Dutton, $2), a collection of twenty-one characteristic Blackwood stories bordering on the supernatural.

Well-told tales which had better be read before purchasing are Knut Hamsun's Segelfoss Town (Knopf, $2.50), a continuation of his Children of the Age; Gilbert Frankau's Life and Erica (Century, $2), a story of London night-club life, with an orthodox happy ending; John Cowper Powys' Ducdame (Doubleday-Page, $2), dealing with unconventional people in the English countryside; and Margaret Kennedy's The Constant Nymph (Doubleday-Page, $2), centering about a group of unconventional people in musical London.

The new 1924 volume of the O. Henry Memorial Award Prize Stories, chosen by the Society of Arts and Sciences, is out (Doubleday-Page, $2). There is also a collection of Great Detective Stories, compiled by Joseph L. French (Dial Press, $1.75), ranging from A. F. Costello to Robert Louis Stevenson.

New travel books include Two Vagabonds in the Balkans, by Jan and Cora Gordon (914.96, McBride, $5), in which the illustrations by the authors again feature prominently; The French and Italian Rivieras, by Helena L. Waters (914.4, Houghton-Mifflin, $2.50), a guide-book to the coast, from Marseilles to Spezia, with excursions into the Maritime and Ligurian Alps; and The Cruise of the Amaryllis, by G. H. P. Muhlhauser (910, Small-Maynard, $2.50), an illustrated account of a round-the-world sail, made in a small yacht. The concluding volumes (3-4) of The World of To-day series, edited by Sir Harry H. Johnston and L. Haden Guest (910, Putnam, $5 each) are also now available.

Four biographical volumes, of varied content, offer themselves in The Life of George Borrow, by Herbert Jenkins (Putnam, $3.75), a sympathetic portrayal of the man, compiled from unpublished official documents, Borrow's works, correspondence, etc.; Sun Yat Sen and the Chinese Republic, by Paul M. Linebarger (Century, $4), an authoritative biography, together with an historical sketch and interpretation of Chinese life and customs; What I Remember, by Millicent G. Fawcett (Putnam, $4.50), a record of the unusually interesting life of a reformer of British politics; and With Pencil, Brush, and Chisel, by Emil Fuchs (Putnam, $7.50), the autobiography of an artist who enjoyed the friendship of many important people.

History and Sociology have produced Tibet Past and Present, by Sir Charles Bell (951, Oxford Univ. Pr., $8), a finely illustrated work, the author of which has an intimate knowledge of the present Dalai Lama, being the first man to visit Lhasa by invitation; The Lost Dominion, by Al Carthill (954, Putnam, $3.50), the story of England's abdication in India, told by one who is still in the Indian government service; On the Road with Wellington, by A. L. F. Schaumann (946, Knopf, $7.50), a diary kept during the Peninsular War by a member of the famous King's Foreign Legion; The New Barbarians, by Wilbur C. Abbott (300, Little-Brown, $2.50), a consideration of present-day movements tending to change the organization of government and society in this country; The Permanent Court of International Justice, by Manley O. Hudson (341, Harvard Univ. Pr., $4), having special reference to American participation therein; The Sociology of Revolution, by Pitirim Sorokin (300, Lippincott, $2), a new volume in the Lippincott Sociological Series; Social Struggles and Socialist Forerunners, by Max Beer (335, Small-Maynard, $2), continuing the author's General History of Socialism from the Middle Ages to the end of the nineteenth century; and Profitable Science in Industry, by Dwight T. Farnham, (331, Macmillan, $3.50), in which various authorities discuss the industrial contributions of chemistry, electricity, and mechanical engineering.

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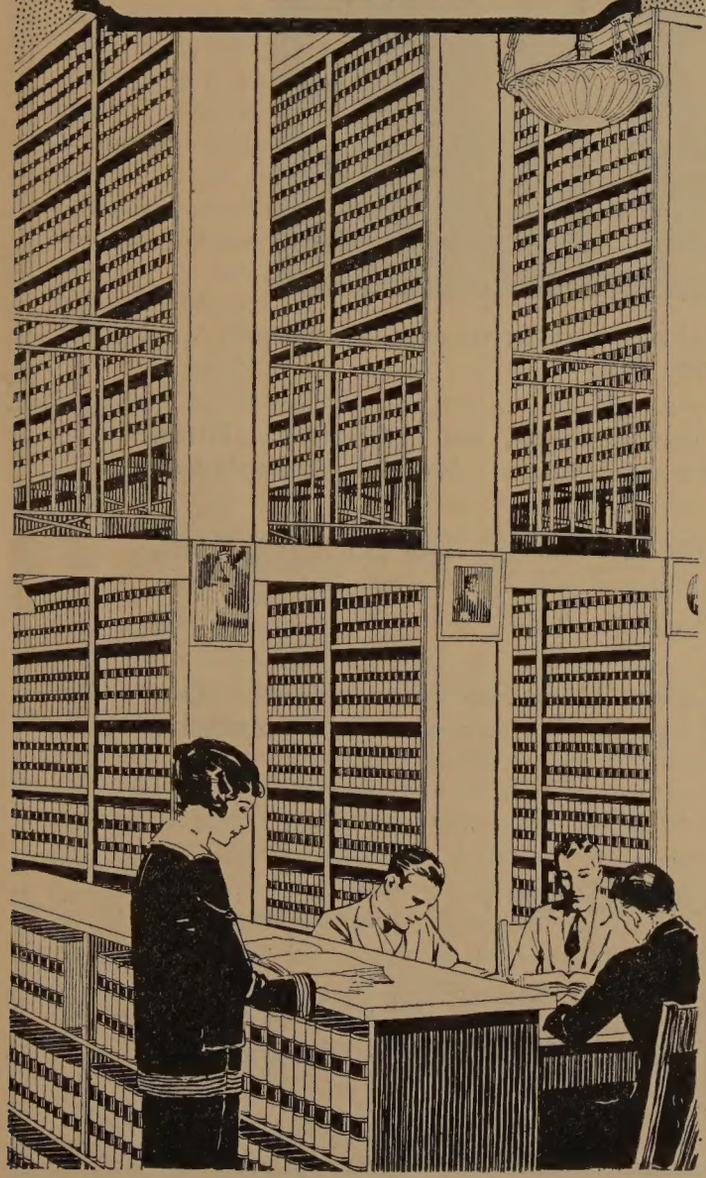
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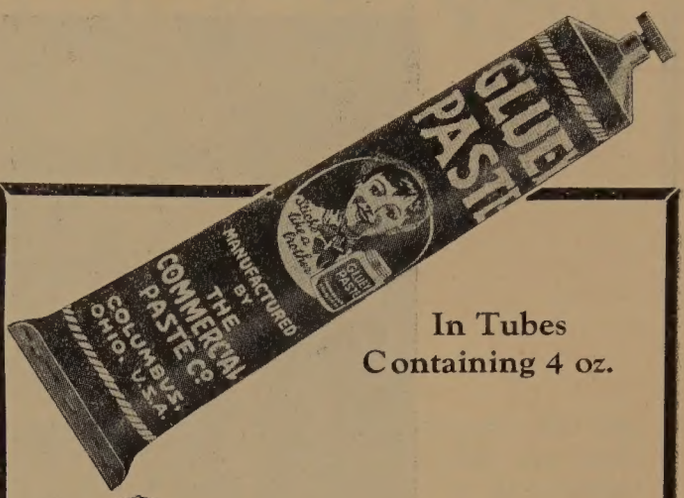
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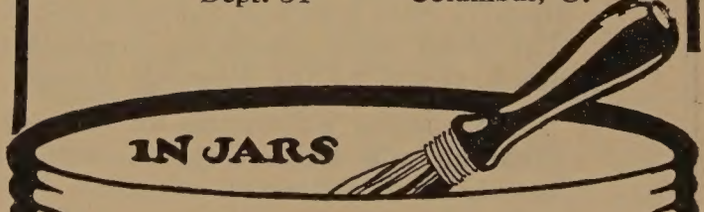
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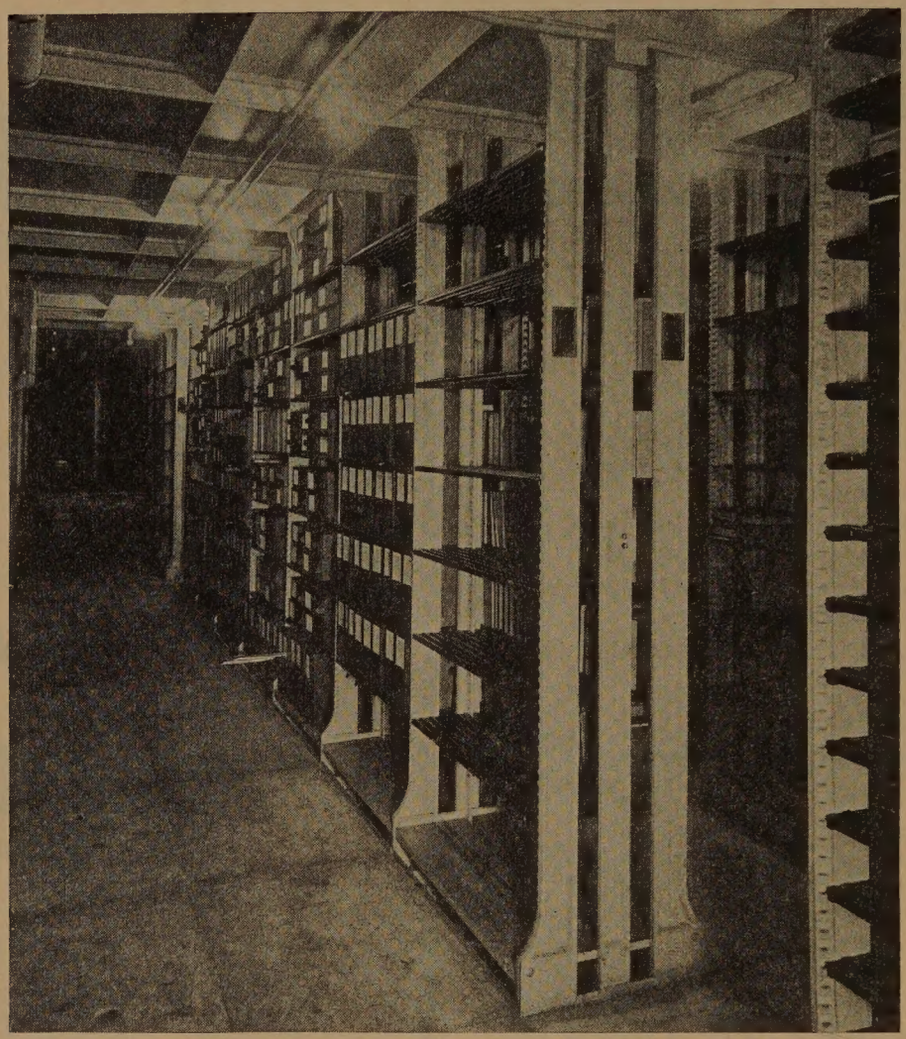


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THE LIBRARY JOURNAL

TWICE-A-MONTH MARCH 1, 1925

The Librarian's Reading*

BY CLARENCE E. SHERMAN
Assistant Librarian of the Providence (R. I.) Public Library

WHEN speaking of the reading interests of most professions, it is a simple task to divide the subject into the vocational, —or that which has to do with a person's daily task or her profession; and second, the avocational, or that reading which is by choice, or perhaps by way of recreational inclination. But with the librarian, such a classification cannot be adopted. It is exceedingly difficult to find a sharp dividing line between the personal and the professional reading of any person engaged in library work. Ours is perhaps the only profession in which *all* reading has a distinct professional value. The physician, for example, receives no perceptible professional return from digging thru an account of Einstein's theory of relativity. To be sure, it has an educational and cultural quality but the chances of his ever being able to apply it to his professional duties—in observation, diagnosis, or treatment—are remote. To the architect, the published accounts of expeditions to the polar regions or a discussion of the League of Nations can hardly be of any particular use. The engineer can never be a better engineer from dipping into a treatise on psychoanalysis, monkey glands, or the eighteenth amendment. Nor will a member of the bar be able to connect his knowledge of Masefield's verse, Dunsany's plays, or Edith Wharton's novels with his professional problems. And so on.

But to the librarian, all of this is grist to the grinding of her mill. For books and the reading of books are the instruments of her profession, the tools of her trade. In diagnosing the tastes and inclinations of her clientèle; in building up her book-collection, balanced to meet the needs and the tastes of a heterogeneous group of readers, ranging from the age of the picture book to the maturity of the Phi Beta "Kappered" Ph. D.; in debating the values of books with her colleagues, her patrons and herself; the librarian displays and exercises in her own field some of the functions characteristic of the professions just mentioned. But the success with which she accomplishes her task is, after all, largely measured by her knowledge of books and what is in them.

And so, we must more or less regard all the reading that a librarian can find time to do as adding directly to her professional equipment. For the sake of making the distinction more discriminating, however, perhaps we should consider separately, first that reading which is entirely limited to the discussion of book values (in a literary sense) and to library methods. Calling this group the librarian's professional reading (for the lack of a better term), we can then give our attention to the second group which will include everything else in print—the librarian's potential personal reading.

In spite of the appalling vastness of this latter group (the personal reading), I shall discuss it first. It may seem strange to consider the general before the particular, the great unclassified mass of reading taking the right of way from the smaller and more clearly defined group. But I do this in order to give the subject of general reading an emphasis which I believe it needs.

If I were to ask the members of this gathering why you have chosen library work for your career, the answer in most instances would be because you enjoy reading for its own sake, reading for the fun of it. And tho you may neglect to say so, you possess enough of the missionary spirit to desire to spread this faith in reading to your fellow men, women, and children. You have read a great many good books and look forward to a career in which you can continue to read many more. But I cannot help adding that the librarian of today finds it exceedingly difficult to maintain the reading standards which her ambition and her profession have set up for her.

Some years ago, a remark was given general circulation among librarians to the effect that the librarian who reads is lost. I believe that it has had an unfortunate influence on many library workers in encouraging them to let

* Read at a meeting of the Staff Association of the Providence Public Library.

down in their reading habits without first analyzing the true significance of the statement. Because it only meant that the librarian of today is too busy with problems of administration and organization, due to large-scale service, to stop to read a lot of some of the books and a bit of every book that passes thru her hands, as did the librarian of a half-century ago. But the statement did not by any means indicate that the librarian should not read on some basis that will conform with conditions in a modern library. Indeed, the librarian who reads is not lost. Rather let us say that the librarian who does not read is not a librarian.

For we must everlastingly read. It has been estimated that of the sum total of the average person's knowledge of the world in which she lives, 25 per cent is the result of her own experience and observation; 75 per cent is obtained from what others have observed and experienced, and it is chiefly transmitted to us via the printed page. Now then, with the American public library as the laboratory for our public school system and the continuation school for the uneducated and the educated adult alike, we as the custodians of such institutions have a tremendous responsibility ever before us,—the task of keeping up with the never-ending flow of the recorded thoughts of mankind, pouring along in a continuous stream from the great printing presses of the world. For we must be able wisely to select and purchase and prepare for use, and we must be equipped to interpret efficiently the books in our service to the patrons of our libraries.

And what a field of interests confronts us! Often we hear disparaging remarks made about the librarian of the twentieth century. We are told that the so-called nineteenth century librarian was a scholar, an authority in the community, a walking encyclopedia of knowledge, and many other virtuous things. It must be frankly admitted that we develop very few scholars in our public libraries of today and no one regrets it more than the librarians themselves. But I venture to suggest that if the nineteenth century librarian had been obliged to combine the extensive use now made of libraries, the demands of business management in library economy, and the complex and intricate spread of information which is today a part of almost everybody's mental equipment, her problems and her responsibilities would have been considerably greater than they were in her day. And the first element that she would have been forced to surrender would have been her scholarship—the element of her superiority over the twentieth century type.

The conditions which surround the librarian today are unfortunately responsible for the erection of many barriers which prevent her from maintaining her reading program. The character of a considerable part of modern library practice is almost destructive to the promotion of that close acquaintance with books which one would naturally associate with the profession of librarian. Particularly is this true in large public library systems where the quantity of service has demanded thoro organization, a careful division of labor, and the constant study of methods. You will find in many library systems, assistants of sound mentality (often library school or college graduates), whose chief task it is to stamp readers' cards and book-slips all day long, or to file cards, or to prepare over-due notices, or to perform some other necessary but rather deadening operation which the organization and the system of methods require.

More than once of late has our attention been called to the fact that librarians, in order to meet the demands of large scale production, as it were, are fast becoming authorities on library methods rather than authorities on books. Our library association meetings and our professional journals reflect this condition. I believe that whatever sect the average public librarian is identified with on Sunday, the rest of the week, she surely is a *Methodist.*

We must get back to the fundamentals of librarianship. An intimate knowledge of books is for the librarian a prerequisite for which there is no substitute. Some try book reviews as an equivalent. No one can hope to read all or any considerable part of the thousands of books that are published annually. Critical and descriptive accounts must always be depended upon not only to supplement your judgment of the books you yourself have read but also to give you a speaking acquaintance with the mass of titles that Father Time prohibits you from reading. But as a character in a recent play remarked: "Book reviews are the grape nuts and the puffed rice of literature done up in fancy packages." Man was not made to subsist on prepared breakfast foods alone. Nor can the librarian subsist on a reading diet of book reviews.

And so I have placed first the personal or the general reading in this consideration of the reading of the librarian.

These general reading interests divide themselves rather naturally into four groups: 1, the newspapers; 2, the weekly reviews; 3, the monthly magazines; 4, books.

I believe that every useful citizen should regularly read a reliable daily newspaper and I can see no reason why librarians should be excepted, tho it is surprising how many there are who do not accept this responsibility, par-

ticularly the female of the species. The world in which we live moves fast and if the public library is to maintain its position as a key institution in the community, the librarian must be alert to her task and keep in touch with the news of the day. Local affairs, particularly, meetings, conventions, chamber of commerce and labor affairs, public school news, etc.—she should be thoroly familiar with in order to be ready to meet any demand that may be made on the library for printed material.

There are some persons, and wise ones, too, who believe that newspaper reading is the thief of time. They claim that much of the news of today is denied tomorrow. So why bother with the newspapers anyway?

If every one devoted, as some people do, the entire evening to the daily paper, reading everything from the bedtime story to the classified ads I believe that newspaper reading could be properly classed as a form of mental dissipation. But by a wise selection of important articles, scanning the head-lines of the murders, divorce cases, hold-ups, rum-running, and other thrillers, and a thoughtful reading of the editorial page, a person need not use up more than twenty minutes a day to get the cream of any sound newspaper.

The reading of a good weekly review of contemporary events is vital to the proper equipment of a librarian. Here we begin to sift out fact from fiction, the important from the trivial, in the news of the world. Here we get the earlier account re-stated, with some of the color of heat and prejudice eliminated. The systematic reading of *The Literary Digest, The Independent,* the *New Republic,* or *The Outlook* should be prescribed for any and all librarians.

Before leaving the weeklies, may I make another suggestion. By all means, let us get the habit of looking over *Life,* and especially *Punch.* We librarians are apt to take ourselves ever so seriously at times. *Life* and *Punch* will help us to maintain a sense of humor.

As to monthly magazines, we should read as much of as many good ones as we can. The contemporary magazine field is comparatively rich in publications of real merit. Indeed, no inconsiderable number of books are published every year which are made up of collections of material previously appearing in magazine form. *The Atlantic, North American Review, Scribner's, Harper's, Century, World's Work,* the *National Geographic* and others offer splendid reading values for the librarian, keeping the reader in touch with present-day tendencies in thought and action, not to mention an occasional good story.

Tho books come last in this arrangement of the librarian's personal reading, they certainly are first in importance. For the book, generally speaking, is the newspaper account or the magazine article grown to seasoned manhood. Compared with the weekly or the monthly, it is more accurately prepared, more carefully selected and criticized by the manuscript reader of the publishing house. In the great forest of the printed page, the book is as the full-grown tree.

In book reading, the successful librarian must have wide tastes. She may prefer Phillpotts to Hardy, but she must still read Hardy for the benefit of her clientèle. She may enjoy Greek mythology and home decoration, and abhor economics and political science, but she cannot ignore the latter, nevertheless. She may dislike psychology and enjoy free verse but she must learn to read both with a certain amount of interest and understanding. Wide reading tastes make for breadth of view which in turn develops sympathetic tolerance and full-fledged appreciation, all necessary qualities in the make-up of the successful librarian. With the social sciences, biography, poetry, essays, history, novels and tales, science, and all the rest of mankind's treasury of recorded knowledge we must be on friendly terms.

Now, we can't read everything so we must conserve our time and not scatter our fire by wasting it on obviously frothy reading. At least read *at* if not *thru* the books of the hour (the books our patrons are talking about), and then any time we may have left, let us devote to our own hobby. For you must have a hobby, only for your own sake and the library's sake, don't give your hobby free rein. Keep it curbed. Have a hobby, a special interest in the world of books. Not only for the pure enjoyment of reading modern drama—if that is especially interesting to you—or folk lore, or South American history, or costume design, or immigration, or Dickens, or astronomy, or anything else that appeals to you, but also for the value it will bring to your library to have you as a specialist on the staff, you should have a hobby. The successful library staff of the future, whether in a large or a small institution, will, I believe, pool the reading interests of its staff in a systematic way.

So have a hobby and take a ride whenever you can. Be your library's specialist on some subject, be it ever so humble.

So much for our general or personal reading. Now for the strictly professional.

Let us take the books first.

Altho librarianship is an ancient profession, going back to the days of Nineveh, altho it has existed in Europe for centuries, and for nearly fifty years has been a small but increasingly active force in the educational development of

America, the bibliography of the profession is not as large as one would naturally expect. Of course there is a small mountain of "books about books" but the number of printed expositions on the problems connected with the administration of a library is limited. Certain books in this group are of vital importance to a person engaged in librarianship.

No library worker should proceed far in her career before reading John Cotton Dana's "Library Primer," that excellent epitome of what one has to do in caring for a collection of books and serving a reading public. Bostwick's "American Public Library" is indispensable as a survey of the growth and the organization of the public library in our own country. Then there are the pre-prints of the much-needed and much-anticipated "Manual of Library Economy," published by the American Library Association, which briefly describe practically every phase of library service and operation, from bibliography to branches, from public documents to publicity.

On the many special phases of librarianship we have Bishop's "Practical Handbook of Modern Library Cataloguing"; Hazeltine's "Library Work with Children"; "How to Plan a Library Building for Library Work," by Soule; Dana's "Bookbinding for Libraries"; Friedel's "Training for Librarianship"; "The Library and the Community," by Wheeler; and others.

According to the Century Dictionary, "a librarian is one who has charge of the books and other contents of a library." It is therefore essential that you and I, whether we are directing forces or routine assistants, should become thoroly familiar with the lore of the book, what it came from, how it is made, and its influence on mankind. Clodd's "Story of the Alphabet," (a handy little volume); "The Book, Its History and Development," by Davenport and "The Story of Books," by Rawlings, supply an excellent background for a knowledge of the growth of the printed word. For a description of the processes involved in modern publishing and printing, Hitchcock's "Building of a Book" is perhaps the best available.

Then there are two volumes which every librarian should read and re-read—James Duff Brown's little "Manual of Practical Bibliography" and "A Book for All Readers," by Ainsworth Spofford. Few volumes of its kind have had the wide influence that "A Book for All Readers" has enjoyed.

There are scores of bookish books, the reading of which will add tone to the equipment of a librarian, giving her what is commonly called "class," such volumes as Koopman's "Mastery of Books"; and "The Booklover and his Books," by the same author; "The Romance of Book Selling," by Mumford; Newton's "Amenities of Book-collecting"; Eugene Field's "Love Affairs of a Bibliomaniac"; Egan's "Confessions of a Book-lover," "A Reader's Guide Book," by Becker, and "Books in Black or Red," by Pearson. Read these and others like them and you will discover an expanding interest in your life work and an added development in your ability to meet its requirements.

Taking the periodicals which should be included under our heading of professional reading, we find three rather distinct groups. 1, the book review type; 2, the group which I have labelled "working tools"; and 3, the technical periodicals of librarianship.

In the book review group, we have *The Literary Review, The New York Times Book Review, Saturday Review, Books, The International Book Review,* the literary pages of such newspapers as the *Boston Transcript* and the *Providence Journal,* and in such weekly periodicals as *The New Republic* and *The Nation.* Then we should not forget *The Bookman,* the really, truly bookish monthly for the American reader.

To keep in touch with the world of books, to obtain reasonably reliable reviews of the new books and helpful announcements (not limited to publishers' blurbs) of forth-coming titles, all interlarded with interesting chat about the people who write and publish, one must not fail to read regularly one or more of these publications.

In the group which I have called "working tools," should be included the *Publishers' Weekly,* with its list of newly copyrighted titles and its gossip of the book trade; the book and library notes appearing in the *Book Review Digest* and the *Readers' Guide to Periodical Literature.*

Among the technical periodicals of our profession, or those entirely devoted to the technique of library administration and operation, and news of the libraries and librarians are the LIBRARY JOURNAL, *Public Libraries,* the *Bulletin* and the Proceedings of the American Library Association. Perhaps we should add to this list the Librarian's column in the Wednesday edition of the *Boston Transcript.*

I believe that I can hear you say to yourselves, "Excellent thought! But who is going to do all this reading and when?"

It is a fair question. However, it hasn't been suggested that we should devour all of these books and magazines today, next week, or during the year 1925. But I can promise you this. We can hardly expect to be leaders or even material factors in our profession unless we

make the acquaintance of most of the books I have mentioned and have developed the habit of keeping in touch with a great deal of the other literature to which I have directed your attention.

It surely is a heavy program. If your library schedule requires your service thirty-nine hours weekly, working, let us say, two or three nights, and if you set aside two evenings and your afternoon off for recreation, there are perhaps two evenings and part of a morning or two left for consecutive reading. Now then, by reading at the rate of fifty pages an hour for eight hours weekly, adding a few more hours on an occasional stormy Sunday, and then digging in a little deeper during your vacation, you might read sixty books a year. But most of us will do better than that. A novel can be dispatched by many readers at a more rapid rate than fifty pages an hour, so perhaps one should read nearer seventy-five books annually without serious strain. This will require, however, a scientific reading method, clear thinking, no day-dreaming over fiction, and frankly skimming a book which proves to be disappointing in theme or treatment. If you happen to be one of those persons who, tho a reader for years, nevertheless do not know how to read efficiently, I would recommend as a prescription that wellworn formula of Lord Bacon's: "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."

When we consider that more than eight thousand new book titles are published in this country annually, in addition to the hundreds of thousands of books already in existence and with which we are in a constantly potential, if not an actual, state of contact, the reading of 75 books a year does not seem to be a very significant achievement for a person whose business it is to work day by day in every way, with books. Surely a librarian should have a closer acquaintance with the great mass of books of the world.

How can she do so? I can only repeat what has already been stated. Read thoroly as many books as you can. Dip into a great number of volumes with no idea of finishing them but merely to get an idea of their spirit and their style. As for the rest, read book reviews.

But I have already taken from you your time allowance for consecutive reading in the preceding discussion. I can think of only one way out. Public libraries must allow some time during library hours for certain types of reading. One or two hours weekly, divided into half-hour units in the mornings when service is not heavy, should be granted to every member of a library staff for dipping into new books, for reading book reviews, and for running thru the periodical tools and the technical journals of library work. This may be done best behind the scenes in order to avoid the appearance of loafing while on duty. To me this seems to be a perfectly reasonable proposal just as the carpenter sharpens his chisel, or files his saw, during his working hours, for I am satisfied that unless something of this sort is introduced, it is hopeless to expect librarians to keep up with the reading requirements which are being established for them.

Our profession is indeed a peculiar one, as I have tried to point out. We deal with two commodities: Books and people, co-ordinated by library methods of organization and service. Our stock in trade is changing daily, nay, hourly. In guiding their contact with the printed page, our clientèle expects much of us and is constantly expecting more and more. What is to be done? There is only one solution. We must *read.* Tho the task may be discouraging, tho it may at times seem utterly hopeless,—nevertheless *we must read.*

The Survey

LIBRARIANS of the large libraries, both public and university, are requested to endeavor to complete their replies to the Survey questionnaire, and return them to the Director's office just as soon as may be possible without unduly conflicting with the demands of their other work. Replies are continuing to come in satisfactorily, and it was, of course, anticipated that the replies from the larger libraries would be delayed somewhat longer than the replies from the smaller institutions. The Committee do not wish to hurry anyone, as they realize fully the difficulty of giving the amount of time required for the careful answering of questions. Still, the time is getting very short, if all replies are to be carefully studied, and tabulated in such form that the information given may be worked up into the final report in time for publication of the report in advance of the Semi-Centennial Conference.

The Director will appreciate it if all librarians who will not be able to return the questions before the end of March will notify him about what date their replies may be expected, in order that the future work may be planned with some fairly accurate idea as to the number of replies that will come in later than March.

C. Seymour Thompson, *Director.*
1106 *Union Boulevard,*
St. Louis, Mo.

Princeton's Iconographic Index

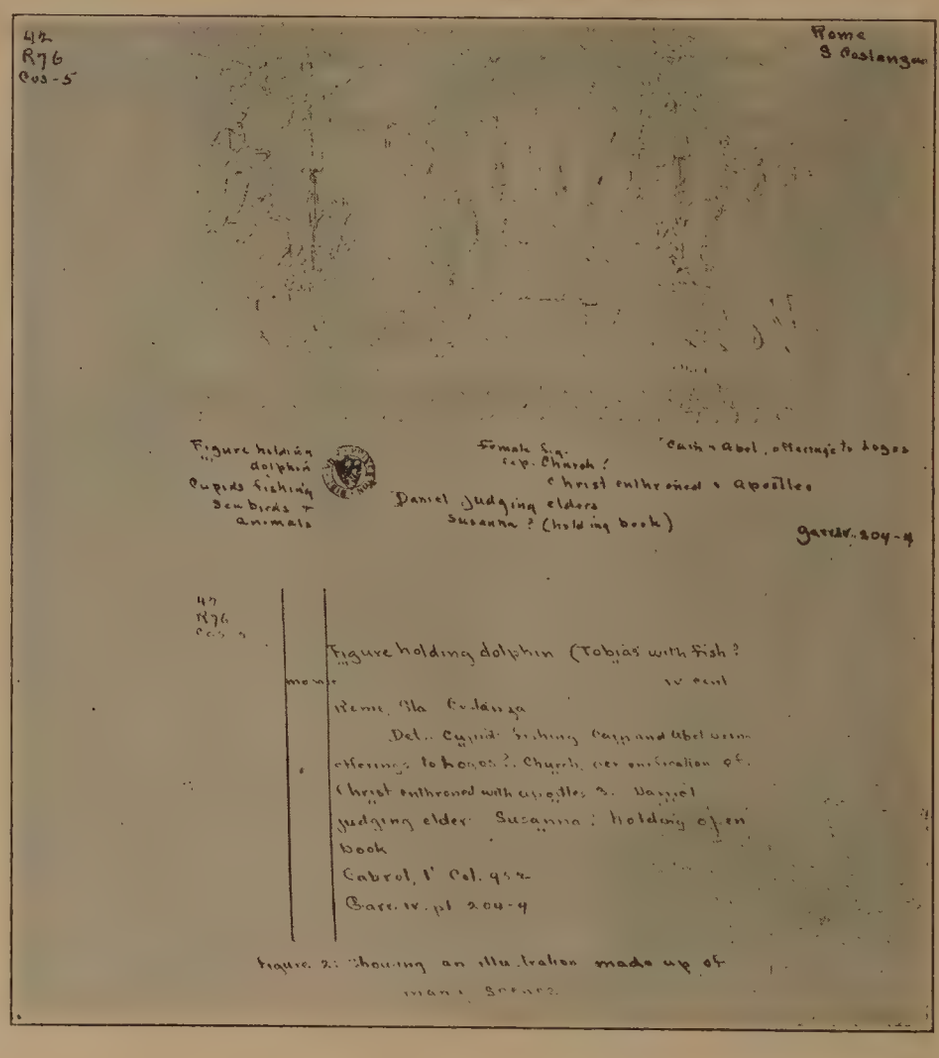
How the Subject Matter of Early Christian Art is Being Made Available to the World of Scholars, by Howard Seavoy Leach, Librarian of Lehigh University

THERE is being built up in the Princeton University Department of Art and Archaeology an unique and extraordinarily useful piece of apparatus for research in the history of art. It is in the form of an index to Christian art or an iconographic index. This research tool was commenced four years ago, and by the devotion of its compilers has now reached the number of 16,000 cards and some 5,000 illustrations, mostly photostats. When complete it will index every Christian monument (the term is used in the broadest sense) from the earliest known item to c.1400. It is already approaching completion for the early period to about A.D. 700.

It will be not only a complete index to Christian monuments to c.1400, but it will analyze the iconography or subject matter used in or on these monuments. To have in so small a compass, alphabetically arranged, all known published examples of the use of given subjects with dates when possible, is of incalculable service to the scholar working in the field of the history of art. The photostat reproductions makes possible comparisons that would be all but impossible if book illustrations had to be used. The time element involved, as well as the convenience of handling, is of great moment when using the index for purposes of class instruction, especially in training graduate students or for close research.

The indexing is done on standard size cards, 3 in. by 5 in., and to facilitate the location of the object sought, different colored cards are used for different media. The monuments are, however, arranged in the same alphabet, whether they be manuscripts, ivories, jewels, or metal work. The colors used in the cards were determined largely by those commercially obtainable. Sculpture and Sarcophagi are on white cards; ivory and bone on cream; manuscripts, blue; frescoes and mosaics, buff; paintings, green; textiles, grey; coins and medals, cherry; and drawings, lavender. Grouped together on salmon colored cards are the miscellaneous monuments—crystal, enamel, leather, gems, glass, gold-glass, jewelry, metals and paste. If a scholar is looking for a subject which is used on several kinds of monuments but wants only those used on ivories, he turns at once to the files and under the required subject consults the cream-colored cards and will find grouped together all of the ivories, using that subject. If he is looking for the same subject in manuscript illuminations, he will turn to the blue cards and so on thru the list.

The photostat reproductions are standardized in size, 5″x 8″, and are filed first by subject, next by the city where they now are, and finally by the name of the collection or museum. An orange card 5″x 8″ is placed in the photostat file when, for the time being, a photostat is not available but where one can reasonably be expected to be obtained later. If the monument is lost, or for any other reason no re-



production can be obtained a white card is used showing at a glance that no reproduction has been or is expected to be found. Class numbers on the small cards refer directly to the photostats.

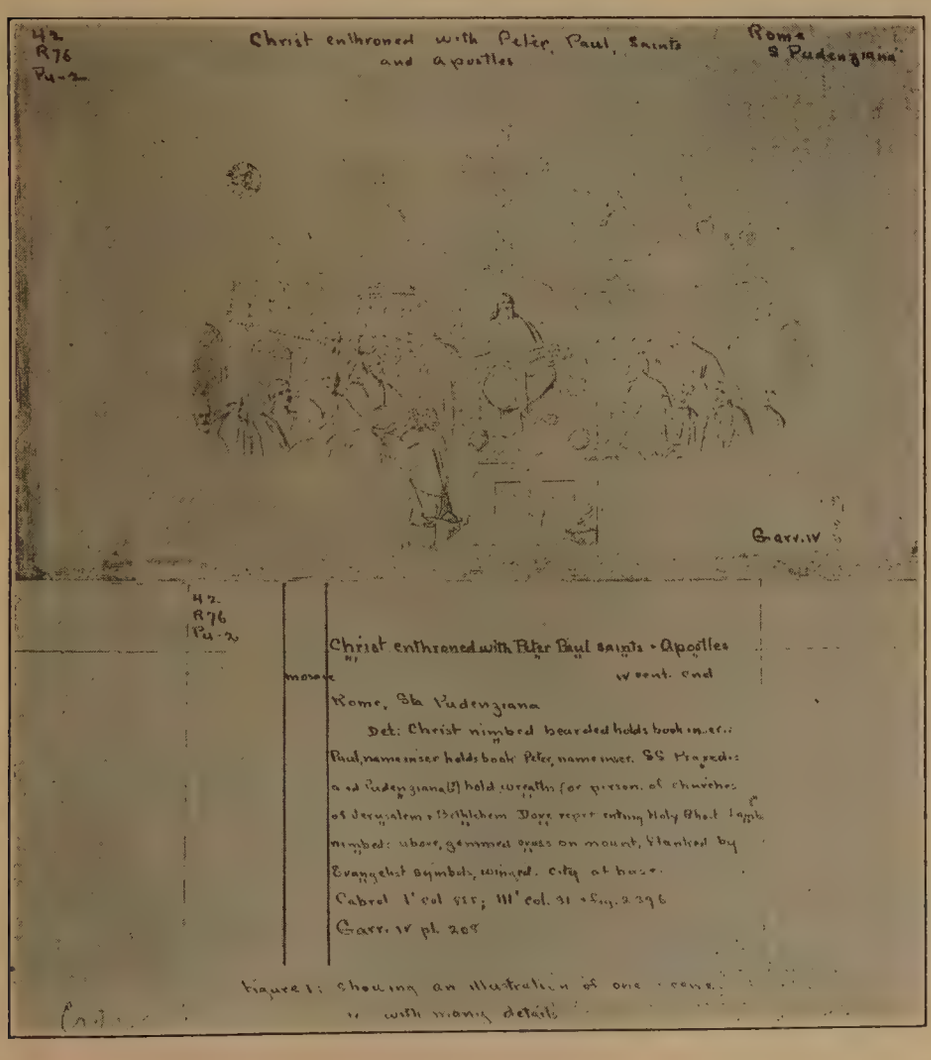
Aside from the source of the photostat which is noted on the small subject card, other bibliography treating the subject is placed on the individual guide card in the photostat file. This is necessarily incomplete, but is good as far as it goes and often gives the scholar a first or running start from which he can readily pick up all the bibliography on the subject.

From our illustrations the following points may be made. The description or list of scenes begins in the left hand corner and reads across. This first left-hand scene is made the master scene from which the master card is made giving a full list of scenes upon the monument. Secondary cards are made for each scene. Any detailed information about a particular scene is placed upon the secondary card with reference to the master card for the grouping of scenes which may be very important for dating or placing the monument. The scenes are also named on the bottom of the photostat so that the user may identify each scene and secure descriptive cards readily. In the upper right hand corner of the photostat is given the present location of the monument and the collection where it is to be found. In the upper left hand corner of all cards is the classification number referring to the photostat. Cross-references to secondary cards are indicated on all cards by two dots in red, under the key word.

The date of the monument (IV cent.) and the bibliography are given on both the master and the secondary cards.

A scholar using the index can do often in a few minutes or hours what it formerly took weeks or months to do, and with greater assurance that he has overlooked nothing.

The index is already becoming known to scholars outside Princeton, and as its usefulness becomes more widely known, research students will consult it more and more, either in person or by letter. One interesting instance of its recent use is given in the case of a church-builder who desired to know of details concerning sacred subjects to be used in the decoration of his church. "The index furnished him at once with over thirty good reproductions, dated and placed, distributed over various European countries and extending from the sixth to the fourteenth century." This instance is only one, and may be looked upon as a by-product. The main and greatest service is to the scholar doing research.



An article by Alison Moore Smith (the first compiler to work upon the index), on "The Iconography of the Sacrifice of Isaac in Christian Art" appearing in the *American Journal of Archaeology*, v. 26 (1922) p. 159-173, lists one hundred and twenty-three monuments making use of this story for their embellishment. It is obvious at once to any one used to research that such a list involves a prodigious amount of hard work. The use of the index made the work comparatively light.

A graduate course now being given in the history of the art of illuminated manuscripts is held in the room housing the iconographic index. At almost every point in the discussion, recourse is had to the index or to its photostat illustrations to show how the subject under discussion is treated in some

other manuscript, ivory carving, fresco, or metal work. Its value as an instrument for teaching cannot be measured. When complete it is planned to publish the results so that the world of scholars may have it for their use. Meanwhile its use will be mainly that of Princeton's Art Department and such visiting scholars as know of its existence.

From time to time, as the index grows, it is found necessary to alter details, but in the main the general arrangement remains as above.

It will be seen that the Princeton Iconographic Index is an elaborate tool for research and has not been equalled elsewhere. The Department deserves great credit for making it available for the use of scholars wherever located.

Capitalizing the Pupil's Judgment of Books*

THE presence of even a small collection of modern fiction in the high school library is of far greater value in our attempts to guide the taste of our boys and girls in reading, than a much larger collection in a town or city library. The habit of good reading is so emphatically a matter of contagion. Perhaps, however, our pupils are apt to be suspicious of the enthusiasm of the teacher or of the school librarian. It is their business to recommend good books; their judgments are professional, and like all professional pronouncements, these judgments are to be discounted, in their minds, or at least taken with a grain of salt. Judgments of even trained adults in regard to books are likely to be capricious. One cannot then blame our younger readers for being suspicious. It is the delight and charm of critics to differ absolutely in the valuation of a book, and both be right. To our youth accustomed to the application of a rule of thumb to most of life's choices, such variations of taste seem little less than tragic.

But the judgment of other boys and girls, a jury of one's peers, if you will, is another matter. Over a period of nearly ten years the writer has used a scheme to capitalize such judgment with warrantable success.

On an appointed day, about three weeks before a book for outside reading is due to be completed, the pupil is asked to have his selection ready to record, exact title and author, and to know absolutely that he can procure the book. The record is made in pencil on small cards three inches by five. The cards are collected and the teacher comments briefly on the selections made without naming any pupil. This is a good opportunity to suggest books for future reading. For example, if Shaw's "Saint Joan" is found on a card the instructor suggests MacKaye's drama on the same subject, or DeQuinceys essay. The cards are filed and after the books have been read and reported on either orally or in writing, a few minutes are taken at some recitation to ask individuals how they have liked the books read. The teacher holds the pack of cards and again punctuates the questioning with comments and suggestions. Then the class is set to some task of reading or writing. The entire cards of the division are started in rotation at one end of the room and each pupil has an opportunity to see what every other member of his division has been reading. This exercise becomes increasingly beneficial as the year progresses, and the cards record three, four or five books.

Encouragement is given to any individual to ask, either privately, or at some later "book period," any reasonable question of another pupil or of the teacher, about any book that he thinks he would like to read.

In this way a copy of a popular book will be requisitioned for weeks ahead by other members of a division where one pupil has recommended it highly. If a boy fails to make his selection at the appointed time, he is assigned a book by the instructor, who always keeps in mind the probable taste of the individual. Sometimes this "punishment" succeeds too well and the pupil declares that the books assigned are more enjoyable than the ones he selects himself.

Such a scheme has proved of value in keeping a small collection of approved books constantly at work among a relatively large number of pupils. By keeping the record cards on file during the four years of the high school course, the teacher and pupils can see the growth in critical tastes and judgment. Such a scheme demands the fullest inter-departmental co-operation as well as co-operation with the school librarian. It will also succeed best where the individual teacher has not more than one hundred pupils in his English classes.

H. B. PRESTON.

* An extract from an informal address, by H. B. Preston on "Modern Fiction in the High School Library" given at the October meeting of the New England Association of High School Librarians, at Manchester, N. H., October 18, 1924.

The A. L. A. and Adult Education

Some Implications of the A. L. A. Program of Adult Education, by W. E. Henry, Librarian of the University of Washington Library, Seattle

OF all the forward looking proposals that have been made in the nearly half century of the A. L. A. no other one has been so vital in its nature, so far-reaching in its influence or more to be desired in its results, than the proposal to place its main emphasis for a time at least on adult education. What are some of the implications involved in the conception of this program?

The idea is not new, for all good libraries have from the beginning done more or less of this work but under different and less comprehensive names.

Special work with and emphasis upon special classes such as the blind, and work with clubs, are fine examples of much work fairly well done.

Altho a very large number and even a majority of our libraries will move on in their accustomed manner with little heed or comprehension of the new program which will become to many a mere slogan, yet the fact that a large number of our most influential librarians are putting not only their emphasis but their entire interest and driving power into this movement will give it wonderful force and result in new and well marked tendencies that will change the character of library service for all time to come.

All this, however, will require not merely a few new words in our library vocabulary, not alone the appointment of some new committees, not simply new titles for our several papers before library association meetings. It is not just a new slogan, and a new emphasis; it must become a new line of activity to most public libraries. It will require very marked revision in the make up of the staff, a larger scholarship in more specific lines, a highly specialized preparation in a large number of lines by several persons in each of the larger libraries and partaking more of the preparation of college and university professors. It will require more and more of the type of scholarship of the Ph.D. preparation and less and less of the merely library school preparation. Leaders in adult education must be educated in the academic sense, recognized as authorities in narrow fields and leaders in educational thought.

The book purchases will partake more and more of the nature of highly specialized scholarly treatises rather than that of the more popular presentations that are read for pastime or general culture and if this work is taken up seriously, as we all hope it may be, we shall find our adults whom we are graciously and generously educating more inclined to inquire for a thesis upon the rise and growth of the franchise among the Anglo Saxons than they are to ask for a copy of H. G. Wells' history of the universe and its environs.

If we are to become leaders of adult education, we as librarians must know not only more of book titles than do our students, but we must possess more of scholarly instinct and knowledge than is possessed by our willing and hungry adult.

Such is not the case at present. I presume every reference librarian finds every day in experience that the really serious seeker after knowledge in any line already knows much more of the subject matter than is known by the librarian. But he is frequently short in his bibliography and in his book using skill, and cannot help himself so well. It may be worth a moment of our time to consider the traditional and perhaps the essential method of the library and the school respectively as educational institutions; "integral parts of public education," it is true, but each an integer, and no part of the other, co-operating but not combined, and very unlike.

As has been the traditional educational method of the library and the school, the school goes on its way directing every detail of every process, while the library directs nothing except by invitation or indirection.

The school dictates what branches shall be studied, how much of each shall be undertaken, when one shall report his progress—class room work. This always gives the teacher an opportunity to escape being caught off guard. He can always be prepared on specific topics.

The library dictates nothing. Each adult who is about to partake of this proffered education may study what he likes, do as much as he likes, continue or discontinue as pleases his fancy. And, worst of all for the librarian, he may run off into any by-path, may investigate any question he likes at will without the least concern as to the convenience or preparation of the librarian. There may be a dozen of him or possible a hundred, no two in the same path.

As distinct from the school the library educates the individual in his own choice at his own convenience at public expense for the immediate good of the individual and perhaps for the social good. This suggests the difference

of training oxen under the yoke as contrasted with training a herd of range cattle. School education is the easier and in a democracy possibly less valuable, for the school has a formalizing and restraining effect that tends to unity or results whereas the library develops the individuality, variety, and personality of one who walks alone in a path selected by himself.

The library staff therefore under the new type of service will upon its scholarly side partake more of the nature of a University faculty of specialists in its preparation rather than high school graduate apprentices or even those who have had a meager "look in" upon a university curriculum but who escaped before any large portions of the curriculum adhered to them.

Our library schools will as a part of this great movement be greatly improved by having brought to them a much more scholarly minded type of student. The day of the high school girl will be numbered except in a few of the more routine activities or in a purely clerical position, all of which will be for the good of the profession. However I am not unmindful of the fact that much the larger portion of our library service will amble along in much the same way and with much the same motive that now actuates both the librarian and the patron.

In thinking out this whole movement one is perhaps astonished at how completely we are following the line of all scientific growth in our reversion to type, not in moving backward as some may conclude, but rather again taking up an original idea and adding to it some essential idea or process the lack of which hindered perfect success in the original form.

When McClure of New Harmony, Indiana, gave and expended a fortune of four million dollars—a tremendous sum in that time—to establish libraries in Indiana his work almost completely failed because he made no provision for the library to house itself or to renew its book collection. Carnegie made these provisions and succeeded fairly well. Adult education is not a new idea, tho probably no one used that exact phrase until comparatively recently.

The English libraries from the beginning of their library legislation in the middle of the 19th century were established on this very fundamental idea. Their early public libraries were for adult education, very largely in vocational lines as evidenced by such names as "working men's libraries," and later in the older cities in the states such as the "mercantile libraries" "apprentice libraries," etc. All of these fell short in not providing adequate direction in the form of well prepared librarians. We think we have added this essential factor.

The early English public libraries, as did also the first "working men's libraries" in the states, took on very much of the nature of a university extension center. It contained not only a library—an organized collection of books—but a museum frequently and an art gallery at times, and always so far as I know, lecture courses in connection with study classes, frequently in vocational lines, but adult education nevertheless.

This was similar to portions of our "university extension courses" in the States, which so far as I know were best defined by the noted and first president of Chicago University. President Harper in 1893 said "University Extension carries two fundamental ideas: one that university education should be carried to the man or woman who wants it but who can not come to the University, second, that formal education should extend thruout the entire life of the individual and not stop when he thinks himself too old to go to school." This defines adult education in both the library and the schools.

Our plan and problem of adult education, then, combines in an interesting way our earliest library ideals and our very recent University ideals and contains the essence of all professions—what Professor Palmer calls the "redemptive" feature. Every profession proposes as its duty the redemption of the race from some undesirable and unnecessary handicap from which it needs to escape but cannot do so unaided.

So we pull ourselves up in our effort to help others, which is the way of all professional progress. We gain by giving of ourselves. All altruism is ultimately to those who indulge in it only enlightened selfishness, tho usually not intentionally so. So in our effort to educate the adult population we must demand for ourselves better academic attainments, higher types of library school curricula, a more scholarly staff, correspondingly better salaries and a more comprehensive view of what scholarship means as well as a much more substantial, dignified and worthwhile conception of the possibilities and opportunities of a public library.

We have then in adult education perhaps the most glorious opportunity that has come to our profession but let us not over interpret every little device we have employed as a great stride in advance and call it adult education. We may however, be surprised at ourselves as was Mr. Jourdain when he found in "The Shopkeeper Turned Gentleman" that he had been "speaking prose these forty years without being aware of it."

Problems of Departmental Organization*

By GRATIA A. COUNTRYMAN
Librarian of the Minneapolis Public Library

ASIDE from being educators and studying our educational problems, librarians are business administrators handling public funds, and carrying on a large retail business. We certainly need to plan with as much regard to efficiency and economy as any other business manager.

Few of us have had special training in business methods or scientific management, and yet we feel the need of just such knowledge and training constantly. If we have a difficult problem, we consider the departmental organization of other libraries and get what suggestions we can. May we not recommend to the new Board of Education for Librarianship that the advanced school give a course designed for executives and departmental heads on organization and personnel. Executive ability needs training as much as any other native ability.

But speaking only from personal experience, as I have been asked to do;* I find that in analyzing my own task I am trying to follow these principles: 1. Compactness of organization: as few loose ends as possible, and as few large departments as possible. 2. Distinct termination of duties; the avoidance of friction between departments, and the placing of responsibility for definite things. 3. Co-ordination of departments, for the cogs must fit. 4. Adaptability of the personality to the department and congeniality of departmental heads closely associated. Each of these points presents problems in itself and each is complicated by three considerations—the need for economy, the exigencies of the library building, and the difficulty of finding the right person. If we had plenty or even a fair amount of money to accomplish the work expected of us, and had a commodious and well adapted building and plenty of fine well-trained people to choose as executives, the work of organization would be play.

As to the first point, compactness of organization, a department is rather an abstract thing; it is just a convenient division of work, which will differentiate as the library grows, and require various segregations under executive heads. The problem is to determine the point at which the differentiation must be made, and here comes the complication of economy. If we are to pay good and sufficient salaries to the right kind of executive heads, then for most of us, it will be necessary to create no more large departments than are absolutely necessary. We cannot afford to elevate every piece of work, even if it is distinctive, to the dignity of a department. Just as long as it can remain under an already existent department, without detriment, it should remain there. As examples, I recall that our order department and catalog department remained together for many years until they were so thoroly differentiated as to duties, that they needed different executive heads. It is possible that our catalog department may be divided again by the creation of a shelf department, but for the sake of economy and compactness, the division may be postponed indefinitely. But sometimes new work develops within a department, such for instance as the new hospital service: Shall I lift it bodily now that it has five workers, and make it into an independent department, or let it float awhile under my own personal supervision, until we re-organize possibly our whole body of extension work into a compact unit?

Personally I lean to large departments, with big stimulating and constructive executives in charge, who can subdivide distinctive but related pieces of work and put them under carefully chosen assistants. This plan seems to make compact organization with fewer loose ends, and more harmonious results. There is room, however, for much discussion and difference of opinion.

As to the second point, a distinct termination of duties, there is probably no dissent from the statement that many troublesome problems will be eliminated by a very distinct understanding of the ground covered by a department and the responsibility given for definite units of work. There must be much interchange and willingness to interchange work among assistants, and even among department heads at times, but that does not mean that the border lines of work should be undetermined. If certain recurring duties are floating around, they will certainly cause friction until they are definitely placed, and friction in a staff is always a difficult administrative problem. Fine and well-bred people often rub each other the wrong way; at the least sign of friction, the cause should be searched and a careful sifting and regulation of each one's responsibilities and duties should be worked out.

This brings us to my third point, the co-ordination of departments. In spite of the effort to determine distinctive duties, all departments must work closely and some duties are over-

* This paper was presented at the meeting of the librarians of large cities in Chicago, January 1, 1925.

lapping and cannot be separated. Library work does differ widely from business, and we are naturally anxious not to make our organization machine-like, even tho we must do much planning and scheduling. To keep departments working harmoniouslv on overlapping duties, we have reached a satisfactory solution in our library by the creation of *standing committees* chosen from closely related departments. For instance, in place of a bibliographical department there is a bibliographical committee composed of the heads of the circulation and reference departments, and the Athenaeum librarian (in charge of a special fund), with a special assistant assigned to the committee whose whole time is given to book selection and who meets regularly with the committee. We have also an editorial committee, chosen from different departments which edits and publishes lists, bibliographies, the "Bookshelf" and other publicity. A rules committee considers and revises rules, and interprets them where they are not understood or acted upon alike. Other standing committees could be organized for any pieces of work which overlap. Staff meetings also, either in groups or as a whole, do much to promote co-ordination and mutual understanding.

To speak briefly of the fourth point, the adaptability of the personality to the particular department or task: Of course we all feel that we have done our biggest piece of administrative work when we have found just the right person to accomplish what we have in mind. Often the whole idea of a piece of work develops around a personality. Some one has originated an idea for which she has a particular liking and aptitude, and we begin to build up a new job around that person. I can see in our library a number of places where I could to advantage lift whole pieces of work which have accidentally developed in one place around a personality, and place them elsewhere where they more nearly relate, except that inadequacy ot space and limitations of the building demand that they stay where they grew. Much desirable re-organization is interfered with, I imagine, by the inconvenience of our buildings. A factory might tear down and build to suit changing conditions, but unfortunately, our rapidly changing and enlarging work has to be done in old unsuitable buildings and our projects have to be fostered as well as possible under difficulties.

But given the right persons to do the work and then giving them broad scope of action and a generous recognition of their best efforts, and we will have an organization which functions smoothly. Just as we all learn how to do by doing, so will our staff, and the finest kind of departmental organization and spirit can be obtained only by giving departmental heads the largest possible authority and chance for creative thinking.

But organization within the department also demands that a departmental head give ample scope for initiation to her assistants down to the last clerk or page. Growth and development of each assistant is the surest way to make a working staff. If a head cannot do that and her subordinates feel unhappy or cramped, what shall we do? Transfer the assistants, and give an otherwise good head every chance to build her departmental work. But if she cannot use authority without domineering, if she has not an enlarging, growing sense of co-operation with her assistants in doing a big public service, then she isn't the right head. It hurts and touches our sympathies to remove her, but no department can be allowed to deteriorate for lack of the right leadership.

In appointing heads of departments, either of old ones or newly organized ones, we cannot afford to take some one who is waiting for promotion or is first or senior assistant in the department unless she is obviously the right one.

As executives our whole work is made or marred by our staff and by those whom we choose as leaders (heaven help those who must take what is thrust upon them by Civil Service regulations) and our biggest task is not to create a faultless scheme of organization, but to get the people who can breathe the breath of life even into a faulty scheme.

The Public Library in Adult Education

"Our American public-library system is the largest ready-made instrument for adult education in the world. It would seem the part of wisdom to see to it that this instrument is made to supply books for the various agencies engaged in that work. To do this satisfactorily will require tolerance and liberal-mindedness on the part of library administrations in supplying books to meet all tastes and all needs. The public library of the modern type is of much tenderer growth than the public shool, being less than fifty years old. When there is a wider understanding of its potential usefulness to all ages and conditions—of the power of the book to provide not only information but recreation, and intellectual and emotional satisfaction—the public library will everywhere be supported with enough liberality to enable it to secure the two essentials of satisfactory service, a staff sufficiently large and well-equipped ing an adequate book supply.—*The Nation* for February 18.

Half-Told Tales

AN ANNOTATED LIST OF UNFINISHED NOVELS, COMPILED BY EARLE F. WALBRIDGE, LIBRARIAN OF THE HARVARD CLUB OF NEW YORK CITY.

Ah, who shall lift that wand of magic power,
And the lost clue regain!
The unfinished window in Aladdin's tower
Unfinished must remain!

Allen, Grant. Hilda Wade.

It is a deeply difficult thing to carry on another man's story, and must be a more or less mechanical effort. I had one experience of it when my neighbor at Hindhead, Grant Allen, was on his death-bed. He was much worried because there were two numbers of his serial, "Hilda Wade," which was running in "The Strand" magazine, still uncompleted. It was a pleasure for me to do them for him, and so relieve his mind, but it was difficult collar work, and I expect they were pretty bad. Some time afterwards a stranger, who evidently confused Allen and me, wrote to say that his wife had given him a baby girl and that in honour of me he was calling her Hilda Wade. He was really nearer the truth than appeared at first sight. ——A. Conan Doyle, "Memories and Adventures."

Austen, Jane. The Watsons.

The fragmentary "Watsons," though much better than Lady Susan, calls for less comment, because it deals with Miss Austen's habitual material, assemblies, visits, gossip, and flirtations, in a swifter and sketchier form of the customary Austen manner. The treatment, both of character and incident, is a little lean, but the narrative shows a lightness and speed which I doubt if it always reaches in finished works where it has the weight of style to carry. —— Oscar W. Firkins, "Jane Austen."

Collins, William Wilkie. Blind Love.

Another story, "Blind Love," which was running serially when Collins became fatally ill in 1889, was completed by Sir Walter Besant. —— Walter C. Phillips, "Dickens, Reade, and Collins, Sensation Novelists."

De Morgan, William Frend. The Old Madhouse.

I can read any good detective story for the second time a year after and have not an idea how it is coming out, but after one reading a year ago I could still tell the plot of "The Old Madhouse" (Holt) which William De Morgan left unfinished as Dickens did "Drood." But it is unfinished only in the sense that De Morgan's own manuscript stops; Mrs. De Morgan went on with the story in the direction that her collaboration with her husband showed her it would have taken. The concluding sentences do not so much imitate his style as make you think that the original story-teller had suddenly said, "Come now, we'll never be through at this rate: "I'll just tell you what the rest of it is going to be about.' —— May Lamberton Becker, "A Reader's Guide Book."

Dickens, Charles. The Mystery of Edwin Drood.

Dickens was meant by Heaven to be the great melodramatist; so that even his literary end was melodramatic. Something more seems hinted at in the cutting short of "Edwin Drood" by Dickens than the mere cutting short of a good novel by a great man. It seems rather like the last taunt of some elf, leaving the world, that it should be this story which is not ended, this story which is only a story. The only one of Dickens's novels which he did not finish was the only one that really needed finishing. He never had but one thoroughly good plot to tell; and that he has only told in heaven. —— G. K. Chesterton, "Appreciations and Criticisms of the Works of Charles Dickens."

Disraeli, Benjamin. (Lord Beaconsfield).

With the discovery, among Disraeli's papers, of an unfinished novel, which was first published in 1905 by the London *Times*, it is now clear that one great contemporary, at least, Disraeli had planned to draw in a novel which he had begun writing after he had retired from the Prime Ministry in 1880. That contemporary was his greatest rival in Parliament during the maturer years of his activity and one who, during the years of Disraeli's Ministry, was his severest critic: William Ewart Gladstone. The fragment which has come down has but nine thinly sketched chapters, but bears genuine evidence of the hand which had composed Coningsby and Lothair: it contains all the old touches of irony, of familiar satire and of humor, and there is even the suggestion in it of the creation of another man of mystery who might have become another Sidonia. —— Morris Edmund Speare, "The Political Novel."

Gaskell, Elizabeth Cleghorne. Wives and Daughters.

It was an unusual fate that called upon the editor of the *Cornhill Magazine* [Frederick Greenwood], within a period of a few months to supply the missing conclusions of two such novels as "Denis Duval" and "Wives and Daughters." The last number of Thackeray's half-told story, with its *cetera valde desiderantur*, appeared in the issue of June, 1864; in the same magazine for January, 1866, Mrs. Gaskell's long contribution came to an abrupt end, fortunately all but finished when her busy hand was stopped. —— Paul Elmer More, "Shelburne Essays," fifth series.

Gissing, George. Veranilda.

Standing alone, must be mentioned *Veranilda* (1904), left incomplete at the author's death by a few chapters, a very knowledgeable and carefully written story of Roman life in the sixth century, which was an outcome of Gissing's life-long devotion to classic history and literature.—— New International Encyclopedia. It was prefaced by a foreword by Frederic Harrison.

Hawthorne, Nathaniel. The Dolliver Romance.

He must have toiled terribly on "Septimius Felton," which, as found among his manuscripts, was in such rapid and broken handwriting that his daughter Una could only decipher and arrange it by Robert Browning's aid. He would appear, however, to have left this for "The Dolliver Romance," of which one part was found finished, and two other scenes fairly well sketched. Both of these works are on the same theme —the elixir of life. It is sufficiently tragical to think of the author in his tower, writing of an elixir by which the aged grew young, while he himself is consciously sinking into his grave.—— Moncure D. Conway, "Life of Nathaniel Hawthorne."

James, Henry. The Ivory Tower.

Had it been finished, this work would have added one more to the author's list of international novels. . . . As it now stands the fragment has a claim to completeness in its unforgettable picture of the two

old men, Mr. Gaw and Mr. Betterman, business rivals and enemies, each waiting for the death of the other. Appended to the three completed parts of the novel are the notes in which the author had amplified the idea of the book as it first took possession of him.—— *Book Review Digest*, 1917.

Meredith, George. Celt and Saxon.

"Celt and Saxon" is not a novel developing to any climax or crisis. It is a disquisition upon national characteristics of much subtlety and considerable, sometimes fatiguing, wit. England and Ireland—it is an odd union effected by bribery, cemented by coercion.—— J. H. E. Crees, "George Meredith; a Study of His Works and Personality." Oxford: Blackwell, 1918.

Ouida, *pseud.* (Louise de la Ramée). Helianthus.

Ouida's last story, published, as she left it, in its incomplete form. Helianthus is a land, supposedly Italy, in which is enacted an international drama whose poignant note is liberty.—— *Book Review Digest*, 1908.

Page, Thomas Nelson. The Red Riders.

When the novel was published last year, Rosewell Page, the author's brother and biographer, prefixed this explanation: "At the time of my brother's death he had completed the manuscript of 'The Red Riders,' except for the last few pages, and for these he had prepared extensive notes. He had often talked with me about his plans for the story. Together we made a trip to South Carolina specifically for local data, and another trip to Colorado which resulted in additional local data. All this enabled me to put his notes into final form in accordance with the spirit and design of the story. The setting, motif, and characters are altogether his, and with the exception of these few final pages, some slight omissions and trifling verbal changes, the book stands as my brother left it. . . ."

Stevenson, Robert Louis. St. Ives.

"St. Ives" belongs to the same order as "Catriona." It is accomplished and bad. . . . It is worthy of remark that Sir Arthur Quiller-Couch, who completed the book, is responsible for its most thrilling and impressive moments.——Frank Swinnerton, "R. L. Stevenson; a Critical Study."

—— Weir of Hermiston.

With the words last printed, "a wilful convulsion of brute nature," the romance of "Weir of Hermiston" breaks off. They were dictated, I believe, on the very morning of the writer's sudden seizure and death. "Weir of Hermiston" thus remains in the work of Stevenson what "Edwin Drood" is in the work of Dickens or "Denis Duval" in that of Thackeray; or rather it remains relatively more, for if each of those fragments holds an honourable place among its author's writings, among Stevenson's the fragment of "Weir" holds certainly the highest.—Sidney Colvin.

Stockton, Francis Richard. The Captain's Toll-Gate.

In regard to the present story—The Captain's Toll-Gate—although it is now after his death first published, it was all written and completed by Mr. Stockton himself. No other hand has been allowed to add to, or to take from it. Mr. Stockton had so strong a feeling upon the literary ethics involved in such matters that he once refused to complete a book which a popular and brilliant author, whose style was thought to resemble his own, had left unfinished. Mr. Stockton regarded the proposed act in the light of a sacrilege. The book, he said, should be published as the author left it.—— Mrs. Stockton, "A Memorial Sketch," prefaced to "The Captain's Toll-Gate" (Appleton, 1903).

Thackeray, William Makepeace. Denis Duval.

In the fragment of "Dennis [*sic*] Duval," left unfinished at his death, there is the old freshness and power. Rye, the picturesque red-roofed island in the Romney Marsh levels, and neighboring Winchelsea,—these, in his narrative, are peopled again with their old motley population of smugglers and Huguenot refugees, Roman Catholic squires and gentlemen of the King's Navy.—— Herman Merivale and Frank T. Marzials, "Life of W. M. Thackeray."

Trollope, Anthony. The Land-Leaguers.

At the time of his death a novel, "Mr. Scarborough's Family,' was running through 'All the Year Round,' and he left one, 'The Land-Leaguers,' nearly, and another, 'An Old Man's Love,' entirely complete in manuscript. All were published.——Dictionary of National Biography.

Are We Discontented?

IN the attempt to secure fairly dependable data on points brought up in the discussions at the Mid-Winter meetings, A. L. A. Board of Education for Librarianship has asked the library schools to report their experience as to the tendency (1) of college graduates to withdraw from library school because of the so-called "drudgery" required in the technical courses, and (2) of library school alumni to go into other lines of work.

At the fourteen schools which thus far have replied no cases of withdrawal on account of the drudgery are recorded. Various comments made by these schools are that this impression of the library school curriculum is not common among the younger alumni or among those who have kept in touch with modern methods; that there are always some students who dislike routine, but that they do not withdraw on account of it; that the sifting probably is effected before entrance, due to the fact that library work and library school curricula have the reputation of being concerned with routine and technique.

The schools also report a very small proportion of their former students in other lines of work, and actual figures from nine of these schools show a negligible percentage. Some of the comments are (a) that library schools suffer no more in this respect than do other professional schools; (b) that library schools are preparing for life and for social usefulness rather than for any narrow professional purposes; (c) that many of the students in other lines of work held library positions for several years; (d) that many are only temporarily so employed; (e) that many are nevertheless making use of their library school training; (f) that many may be considered to have gone "on" to special fields for which library training has prepared them rather than "out" of library work; (g) that some are in other work, not from choice but because they have found that they are unfitted for the work.

The Librarian, the Surgeon of the Mind*

By ARTHUR E. BOSTWICK
Librarian, St. Louis (Mo.), Public Library

WHEN a patient comes to you for treatment, you must do two things—diagnose his case and then proceed to cure or relieve him. You do the latter usually by employing instruments. They must be good ones, and you must know how to handle them. But no matter how good they are, and how well you understand their use, they will be valueless if you do not know your patient—what he is, what is the matter with him, and what must be done to set him right.

We librarians are practitioners in affections of the intellect. Readers, or would-be readers, come to us constantly with their troubles. These are often vague disturbances or desires which they themselves do not know how to interpret. We must interpret them, diagnose their cases and then prescribe treatment. Our instruments are books. We must employ only the best, and we must know them thorolv; but no matter how good they are—no matter how well we know them, they will be ineffective if we do not also know our patients—the readers—what manner of men they are, what they need, and how to deal with them.

Please note here that in both instances, physical and intellectual, individual treatment involves recognition and knowledge of a group. You can not treat a man for pyorrhea unless you know something about the disease, which means knowledge of the group consisting of all those who have it. We can not prescribe books for a man with special needs—the member of a profession, if you please—without knowing about the character of those needs in general; something, in short, about that particular professional group. The community is a complicated network of interrelated groups—a sort of cross-word puzzle. Some are organized, some are unorganized. Perhaps our most important group is unorganized—the children—yet their needs are well known. They have been well studied as a group and we know what to do for individual cases. Many unorganized groups, however, are unaware of their own existence, just as some patients do not know what disease they have, or whether they have any disease. We have to recognize these groups and assist their members, in most cases without aid from them. Here is where the benefit of organization comes in—to a group and to those who are trying to help its members. The very fact of organization shows that the group knows what it wants and is trying to get it. Our labor is therefore reduced to recognition and aid.

You are an important professional group. You are organized. You know your group needs and understand the way to satisfy them. You come to us for aid. We should not be on our job if we did not do our very best to give it. You have assembled a group of books on your special subject. The storage, care, handling and distribution of books are our particular business. We are employed by the public to do these things. We are prepared to store, care for, handle and distribute your books—to make them more available to yourselves and others—to classify and catalog them, to shelve them carefully, to provide quiet and pleasant rooms where they may be studied or read in the library; to see that they are given to those who wish to read them at home and that they are recovered and returned in time for the next reader. We have the plant for all these services; our overhead is not appreciably increased by them. We shall employ no more janitors, use no more electric current, pay no more for insurance than if you had not entrusted us with this responsibility. If you tried to do it all independently for yourselves, it would be a costly matter. Here is evidently a net saving of money—the elimination of a waste. If other groups could see the light and would follow your example, the aggregate saving would be great—it might in itself pay for the entire operation of the public library. Some other groups have already recognized this.

Let us go a little further into this matter of groups. Our prescription for your needs as dentists is a very simple matter. You know them so well, and you are so well organized as a group that it reduces practically to giving you that for which you ask. But no man is one thing alone. No one of you is a dentist and nothing else—a member of the dental group and of no other. Fortunately for you, that is impossible. Each of you belongs also to hundreds of other groups and no two of you to the same hundreds. Some are musicians. We give special service to the musical group. All of you will vote at the election next month, and not all the same way. You are therefore affiliated with different political groups. We serve all these with books bearing on all sides of the various political questions in which they are

* Paper read at banquet of the St. Louis Dental Society, Oct. 18, 1924, held to dedicate the new dental library deposited by the Society in the Public Library building.

interested. Some of you play chess, some bridge, some golf. Some belong to one of these or other recreational groups; some to several. Our collection of books on games and sports is large and constantly augmented by additions that keep it up-to-date. Most of you are the fathers of families. The family, above all others, is the group that has built up our type of civilization. We serve the family in ways so varied that they would be hard to specify. We help educate its children; we unite them with their parents in ever-tightening bonds of common intellectual appreciation—of love for what the good and great of past ages and of far-away lands tell us in books. You go to church; if you do not, you ought to go. We give special service to each religious group—denominations, individual churches, church organizations and classes of all kinds. Our religious books, if brought together by themselves, would form a large library. I need follow up this special thought no further. You all recognize that we have here to-night not representatives of a single group, but of hundreds among the thousands that go to make up a typical American community. As dentists we believe that you are experts—you know what you want. But are you also experts to the same degree as fathers, as golf-players, as Methodists or Presbyterians, as Republicans or Democrats—as musicians? If not, come to us with your troubles. Possibly we may be able to help you by prescribing treatment with some effective book.

I would not say too much of books to-night. Most persons think that a library is nothing but books and that librarians are merely persons who take care of books. They are wrong, just as they would be wrong if they thought that dentists were merely custodians of collections of drills and forceps. They are expert users of these things and we are users of books. They are our tools, but our job is to get ideas thru the skulls of people—not our own ideas, for the library's boast is its non-partisanship; but ideas in general. A good librarian must know something about ideas, not only his own, but the other fellow's; and he must understand what books he must use to put them over—or rather to get them thru. So after all it is the ideas and their recipients that matter—also the originators of those ideas—some of them dead and gone a thousand years ago, while the ideas still live. The libraries where the ideas are stored in book-form, and the librarians that administer them to those who need them, are of secondary importance—necessary evils perhaps. They would not be needed if everybody hankered for ideas, and knew which he wanted, and how and where to get them.

We librarians have devoted much attention to children—a single important group, as noted above. We can not do too much; for this is a moving group and we are never done with it. As soon as we have served it adequately—lo! we find it made up of newly-arrived members, wanting the same service. But recently we have waked up to the fact that the correlative age-group, that of adults, has been neglected in many ways. This is also a moving group, but it moves out of sight into the great Beyond, where our mistakes are invisible for the present. Perhaps we shall be confronted with them later. Reminded of certain lacks perhaps by the lamentable revelations of the army intelligence tests of the Great War, and anxious to do our part as practitioners in intellectual matters, we have now formed, thru our national organization, the American Library Association, a division of Adult Education, which has been financed by the Carnegie Corporation. I am not sure that I like this name. "Education" means "school" to most adults, and they do not relish going to school again. But of course education out of school is vastly wider and often vastly more effective than that in school. Some of us spend our adult lives in getting rid of our school learning and putting in its place all sorts of things—some of them good for us and others, I am afraid, not so good, by any means. Some college bred youths graduate into highway robbery and even into cold-blooded murder. If libraries can remedy these things, no one, I am sure, will grudge us the opportunity of making an attempt—and that attempt we are just now beginning. Incidentally, we are also doing something else that we should have done long ago. We are making a systematic survey of what we are and what we are doing, and thereby collecting a lot of useful data without which we should not properly attempt to do anything at all—any more than a physician should attempt to treat patients in ignorance of the history of medicine and the present state of medical knowledge. This survey is in charge of a special committee, of which your speaker has the honor to be chairman, and we are carrying on the work with a special expert staff, here in St. Louis.

Whether we call Adult Education by that or some other name, it is obvious to me that in carrying it out we must know much about the group of which our community is composed. We treat individuals, of course; but one individual differs from another simply because he is a different assemblage of elements; just as one chemical atom is now known to differ from another simply in being a different assemblage of electrons. Each one of his elements, each person shares with hundreds, or thousands of others, who form, in this particular regard, a

group. Group-service is thus so inextricably tangled up with the service of the individual that in a matter which affects the entire adult portions of humankind they can not be considered separately. What has been said of groups must be excused here and now, of course, because I am addressing a special group of special organization, group-consciousness and expert ability! and I venture to say that at no time and in no respect has this group so acted as to show forth these qualities in greater degree than when it turned to another group—the Library—for aid in a matter involving this other group's expert knowledge and ability.

If you can but apply to the needs of the other hundreds of groups, of which you are also members, what you have already learned of our group service to your professional body, we shall be well content. It is only thus that we adults shall get the education that we ought to have. I do not say it is only thus that our education shall proceed; because it has proceeded and is proceeding daily. We can not help that; only death can stop it on earth. Then it may go on elsewhere. It is on its way, but we are at the steering wheel. We can steer it right, or we can steer it wrong, or we can let go of the wheel and let it proceed without steering. We know well enough what usually happens then.

New York State Librarians' Examinations

LIBRARY WORKER'S CERTIFICATE

Out of a possible total of 100 credits, 75 credits will be necessary to pass the examination.

Literature and General Information
Three Hours

1. Give the titles and the authors or editors of three "outlines" which are intended to cover the field of knowledge in one general subject from the beginning to the present time, and characterize one of the three.

2. Name the authors of any ten of the following books: Emperor Jones; Sesame and Lilies; Winning of the West; Story of a Bad Boy; Silas Marner; From Immigrant to Inventor; Creative Chemistry; Daisy Miller; Sartor Resartus; The Lady or the Tiger; Miss Lulu Bett; Daffodil Fields.

3. Discuss briefly the question of Japanese exclusion from the United States as provided for in the recent immigration act.

4. Name four notable men of the nineteenth century and an authoritative biography of each.

5. What is the most important book you read last year? Why do you consider it the most important.

6. In what connection are the following names noted: Nikolai Lenin; Wilfred T. Grenfell; Alice Freeman Palmer; Augustus Saint-Gaudens; Samuel F. B. Morse; Alexander Hamilton; Roald Amundsen; Irving Fisher; James J. Hill; Charles P. Steinmetz.

7. Give the names of five distinguished illustrators of children's books; *or*, name five of the older books for children which still retain their popularity.

8. What literary association is suggested by any ten of the following names: Gettysburg; Abbotsford; Salem; Nile; Brook Farm; Mermaid Tavern; Tarrytown; Stoke Pogis; Windermere; Samoa; Canterbury; Florence.

9. State briefly the results of the last elections in France; United States; England.

10. Give a brief account of any five of the following: Smithsonian Institution; Louvre; Russell Sage Foundation; Pasteur Institute; Greenwich Observatory; Ellis Island; the Lincoln Memorial.

Library Economy
Three Hours

1. Name four printed library aids in book selection for a free circulating library.

2. What number or other classification symbol would you give to any ten of the following: *a.* Domestic economy; *b.* Botany; *c.* Engineering; *d.* Political science; *e.* Painting; *f.* Building; *g.* Chemistry; *h.* Travel in Europe; *i.* Games; *j.* German drama; *k.* Psychology; *l.* French grammar.

3. Give the authors and titles of ten books published in the last two or three years, of which at least five are non-fiction, that you consider desirable purchases for a library.

4. What reasons for not having a printed catalog would you give to a reader inquiring for one?

5. Arrange the following in the order in which they should be filed in a card catalog: James Bay; Henry James; James II King of Great Britain; W. R. James; James, Smith & Co.; Henry A. James-Rutherford; James Hardware Co.; James Overton of Argyle (novel).

6. How would you explain to a library staff the uses of a shelf-list and of a catalog?

7. Name the books you would consult for information about any ten of the following: *a.* The painter of the Sistine Madonna; *b.* Balder; *c.* World court; *d.* Australian military system; *e.* Ruler of Siam; *f.* Capital punishment; *g.* Hours of labor in the coal industry; *h.* Identification of a wild flower; *i.* Achilles; *j.* "Barkis is willin"; *k.* Bridge whist; *l.* Growing vegetables; *m.* When was Woodrow Wilson governor of New Jersey?

8. Describe briefly the organization and aims of the A. L. A. Name some of its accomplishments in behalf of libraries and librarianship; *or*, name the present president and secretary and location of headquarters.

9. A book has been recommended to the library for purchase. State in order, step by step, the correct procedure to follow until the book is ready for circulation.

10. Why are analyticals important in a catalog? *or*, How would you explain the Dewey Decimal Classification to a high school class?

LIBRARIAN'S PROFESSIONAL CERTIFICATE

Out of a possible total of 100 credits, 75 credits will be necessary to pass the examination.

Literature and General Information
Three Hours

1. Give the title of a book on each of any five of the following subjects that you would recommend to a reader asking for information: *a.* World history; *b.* Modern criticism of recent poetry; *c.* An entertaining book about music; *d.* A biography for a person who likes Lytton Strachey; *e.* A humorous novel without dialect; *f.* A book for a crossword puzzle enthusiast; *g.* The form in which to write a business or social letter.

2. Contrast briefly Lytton Strachey and James Boswell; Henry W. Longfellow and Carl Sandburg; Bernard Shaw and W. B. Yeats.

3. Define briefly any ten of the following: Political economy; Political science; Anthropology; Ethnology; Anthropogeography; Public hygiene; Comparative philology; Quattrocento; Psychoanalysis; Intelligence test; Mendel's law; Wheat pit.

4. Write about 250 words on any one of the following topics: (*a*) A great historical personage of the 16th or 17th century; (*b*) A continental man of letters who flourished before the beginning of the 19th century; (*c*) An artist of the renaissance.

5. Characterize briefly the literary work of any three of the following writers: John Masefield; Gerhard Hauptmann; Anatole France; Maurice Maeterlinck; Henrik Ibsen.

6. Name five biographies, none of which you have mentioned elsewhere in your answers to this examination, which are notable for their literary merit and the importance of their subjects.

7. Name a modern author, and the title of one of his books, representing each of any five of the following literatures: French; Scandinavian; Italian; Russian; German; Spanish.

8. Name an authoritative book on any five of the following subjects: Interior decoration; Gardening; Etiquette; Evolution; Sociology; Psychology; Automobile repairing; Cookery; Modern poetry; Games and amusements.

9. Give the author of each of any ten of the following works: Fool's errand; Smoke; Pair of blue eyes; Prometheus unbound; Walden; Agricola; Wandering Jew; Heidi; Uarda; Crown of wild olive; Obiter dicta; Marius the Epicurean; Apologia pro vita sua; Silverado squatters.

10. Who or what are any ten of the following: Banting; Andreev; Galapagos; Pasteur; Gandhi; Leif the Lucky; Mrs. Aleshine; Chaliapin; Greatheart; Kallikak family; Tetraethyl gas; ZR-3; Sargasso sea; Magnus Johnson.

Library Economy
Three Hours

1. Name five books which illustrate the racial traits of foreign-born Americans; *or*, name five recent books relating to psychology; *or*, name five books that discuss recent scientific discoveries.

2. Characterize briefly the following periodicals: *American Mercury; National Geographic Magazine; Good Housekeeping; Drama; North American Review; Country Life in America; Nation; Manchester Guardian; Revue des Deux Mondes; Yale Review.*

3. Present reasons for and against the operation of a pay duplicate collection in a tax supported library.

4. Comment briefly on the part a library may properly take in continuing a worker's education.

5. To what sources would you go for advice in strengthening your collection of books on sociology in response to a growing interest in that subject in your community.

6. What should be the difference in equipment and use of a high school library and a children's room in a free circulating library; *or*, state reasons for and against making the school library serve as the free circulating library in a village of approximately 4000 population.

7. Explain to a librarian whose books are arranged in fixed location the advantages of having them classified and arranged on the shelves according to such classification.

8. Name one book you would consult for information about each of any ten of the following subjects: *a.* Origin of the horseshoe superstition; *b.* Narcissus complex; *c.* Workmen's compensation act; *d.* Illiteracy in foreign countries; *e.* Exports of cotton in the year 1923; *f.* Different kinds of oak trees in the U. S.; *g.* Library buildings; *h.* Precious stones; *i.* Mountains of California; *j.* Early American publications; *k.* Early missionary enterprises in America; *l.* Canals on Mars.

9-10. Below are printed the titles of five books. Write main entry cards for any two of these as accurately and fully as possible from the information there given.

P. OVIDI NASONIS TRISTIVM LIBRI QVINQVE EX PONTO LIBRI QVATVOR HALIEVTICA FRAGMENTA RECOGNOVIT BREVISQVE ADNOTATIONE CRITICA INSTRVXIT S. C. OWEN AEDIS CHRISTI ALVMNVS OXONII E TYPOGRAPHEO CLARENDONIANO MDCCCCXV. xi, 351 p.

Clásicos Castellanos. Francisco de Rojas Teatro. Edición y Notas de F. Ruiz Morcuende. Madrid Ediciones de "La Lectura." 1917. 280 p.

Il tesore della lingua francese, ad uso degli studiosi Italiani, per il Prof. E. W. Foulques. Sesta edizione, stereotipa, aumentata e corretta dall' autore. Casa editrice poliglotta, Napoli.

Meister der Politik. Eine weltgeschichtliche Reihe von Bildnissen. Herausgegeben von Erich Marcks und Karl Alexander von Müller. Zweite Auflage. Deutsche Verlags-Anstalt Stuttgart Berlin und Leipzig, 1923. 3 Bde.

L'Escrime et les Escrimeurs depuis le Moyen Age jusqu'au XVIII[e] Siècle. Esquisse du développement et de la Bibliographie de l'Art de l'Escrime pendant cette Période. Illustré de Reproductions de vieilles Estampes et de Photogravures. Par Egerton Castle . . . Traduit de l'Anglais par Albert Fierlants . . . Paris, Paul Ollendorff, éditeur . . . 1888. xlvi, 281 p.

Certification of New York State School Librarians

Regents rules governing the issuance of certificates to and the employment of school librarians in the State of New York, as adopted January 29, 1925, are as follows:

469. Certificates for school librarians. Certificates for school librarians may be issued to applicants having the qualifications hereinafter prescribed.

1. School librarian's permanent certificate.

General education. Graduation from an approved college or university.

Technical education. One year's full work in an approved library school. . . .

Holders of five-year certificates. Any person holding a five-year school librarian's certificate on the date of the adoption of this section shall be entitled to a permanent certificate upon completion of five years of approved experience in a library in a school in which the enrolment . . . was not less than 700.

This shall be a life certificate and shall be valid in any school in the State.

2. School librarian's five-year certificate.

General education. Graduation from an approved normal school; *or*, two years' full work in an approved college or university or satisfactory evidence of educational attainments substantially equivalent thereto. . . .

Technical education. One year's full work in an approved library school. . . . with evidence of satisfactory completion.

Alternative. In lieu of the requirements [in technical education] above prescribed . . . there may be accepted . . . graduation from an approved teacher-librarian course in any normal school or college for teachers in the State of New York and in addition thereto two years of approved experience in a library in a school in which the enrolment. . . . was not less than 500; *or*, a completed course of library in-

struction of not less than six weeks' full work in an approved library school or training agency with evidence of satisfactory completion and in addition thereto five years of approved experience in a library in a school in which the enrolment. . . . was not less than 500.

Holders of three-year certificates. Any person holding a three-year school librarian's certificate on the date of the adoption of this section shall be entitled to a five-year certificate upon completion of five years of approved experience in a library in a school in which the enrolment. . . was not less than 500 pupils.

Such certificate may be renewed . . . upon evidence that satisfactory work has been done for at least three of the five years for which the certificate was issued . . . and shall be valid in any school in the State having an enrolment of not over 1000 pupils.

3. School librarian's three-year certificate.

General education. Completion of a full course in an approved high school or institution of equivalent standards.

Technical education. Graduation from an approved teacher-librarian course in any normal school or college for teachers in the State of New York; *or,* a completed course of school library instruction of not less than six weeks' full work in an approved library school or training agency with evidence of satisfactory completion.

Experience. None required of graduates from a teacher-librarian course; all others an approved library experience of two years averaging at least 10 hours a week.

Such certificate may be renewed . . . upon evidence that satisfactory work has been done for at least two of the three years for which the certificate was issued.

Such certificate shall be valid in any school in the State having an enrolment . . . of not over 700 pupils.

4. School librarian's one-year certificate.

General education. Completion of a full course in an approved high school or institution of equivalent standards.

Technical education. A completed course of school library instruction of not less than six weeks' full work in an approved library school or training agency. . . . .

Such certificate may be renewed . . . upon evidence that satisfactory work has been done during the period for which the certificate was issued.

Such certificate shall be valid in any school in the State having an enrolment . . . of not over 300 pupils.

Certificates permitted to lapse can be renewed only by complying with any additional requirements which may have been adopted.

§ 470. Employment of school librarians. After September 1, 1925, unless otherwise authorized . . . by every school having over 100 pupils shall be required to maintain a school library and to employ a head school librarian . . . ; and after September 1, 1926, every school having an academic department with an enrolment of 50 pupils or over, shall be required to maintain such school library and to employ such head school librarian.

The minimum certificate required and the amount of time to be devoted each day to school library work by the head school librarian are as follows.:

Enrollment	Certificate	Time daily
100	4	1 period
100-300	4	2 periods
300-500	3	half day
500-700	3	5 periods
700-1000	2	full day
Over 1000	1	full day

School districts or cities that maintain more than one school . . . shall employ as head librarian for each such school a person who holds a school librarian's certificate of the grade required by the number of pupils enrolled. . . .

After September 1, 1925, no vacancy existing or occurring in the position of head school librarian shall be filled by the appointment . . . of any person not fulfilling the requirements for such position ,but no one appointed prior to the adoption of this section shall be deprived of his position because of failure to hold a certificate, nor shall the school be deprived of the teacher's quota apportioned to it by reason of the employment of such person.

In lieu of the establishment of a school library and the employment of a head school librarian. . . any school having an enrolment of not over 700 pupils may contract for library service with the local free library if the following conditions are fulfilled. . . .

Where such local free circulating library is not more than a quarter of a mile from the school building; where the collection of books in such library is of suitable quality and sufficient size. . . . where the person employed as head librarian or the person in charge of the library work with the school, holds a school librarian's certificate of the grade required. . .; where the school authorities provide in the school building a reading and reference room in which shall be kept a collection of books suitable for the use of the pupils; where the person holding a school librarian's certificate devotes to school library work the number of hours of service required. . . . where the school authorities make a written contract with the local free circulating library for the library service hereinbefore specified. . . .

Tests of Capacity for Librarianship

IT is not merely personal differences that we need to know about in selecting a librarian or a candidate for admission to a library school, said Walter Dill Scott, president of Northwestern University, at the open meeting of the A. L. A. Board of Education for Librarianship in Chicago, December 31, but also the kind of conditions or qualities needed for particular jobs. "I am thinking about librarian tests now. I am fairly sure that in a month or two I could work out a test that would select people who could acquire the clerical proficiences of the tasks of librarianship and that that test would discriminate fairly well. Those who passed highest would learn fastest. My test might however, eliminate all the graduate librarians!

"The principle of individual differences is fundamental to all conceptions of the question. I am sure that an information test reveals only part of the desirable qualifications. It may be absolutely essential for some things, but I suspect that if we are going to have an advanced school of librarianship, we must get some test that reveals the capacity to inspire, to lead, to become a great force in the community, and to make the library serve the needs of the community."

A School Library on a Modest Budget

By R. O. STOOPS
Superintendent of Schools, York, Pennsylvania

THE public school has developed to meet the various educational needs of children that cannot be met conveniently in the home. The only subjects taught in the first public schools were "the three R's". Later the social sciences and nature study appeared. Music, drawing, various forms of hand work, hygiene, physical education, and many less important subjects have been added to enrich the curriculum. The modern public school today is the center of all the varied physical, mental and social activities which contribute to the making of the efficient citizen. In fact the school has widened its scope of service until it has become a real community center.

Library instruction and definite experience in library work should be a part of every progressive school curriculum. There are several specific aims to be sought in this type of work. I will mention but two.

First, children should be taught how to use library tools and how quickly to look up reference material. No student can become self-helpful until he has learned to use index and reference volumes intelligently. Next to the possession of a desirable bit of knowledge is knowing where and how to secure it with a minimum of effort. A student cannot be resourceful in the most elementary forms of research unless he knows how to use a reference library.

Second, children should be stimulated to read extensively. "Reading maketh a full man" was an observation of a wise Englishman more than two centuries ago. It is just as true today. The motion picture and the radio have great educational value, but breadth and depth of understanding must finally come from a combination of reading and meditation. The student who has formed a wholesome reading habit can become personally acquainted with the master minds of all the ages. Let us lead our pupils into this rich cultural heritage coming down to us from a prolific past. Let us help them to make their leisure hours stimulating and profitable.

We are working in the public schools of York to achieve these aims by systematic library instruction in grades four to ten inclusive. The work is organized under four general heads. 1. Conduct in the library is stressed with special emphasis on the importance of showing thoughtfulness to others by being quiet and orderly when in the library. 2. The care of books is taught with lessons on the opening of new books and the importance of using them in such a way that they may be preserved in a clean and usable condition. 3. How a book is made, the significance of the table of contents, and the purpose of the index are also explained. Specific training in the use of the dictionary and the encyclopedia are taught as early as practicable. 4. Beginning with grade seven the use of a card catalog is taught. Pupils should know how to find, without asking the librarian, what books by a given author are in the school library. He should also be taught to find what material is in the library on any subject. In the eighth grade the Dewey Decimal Classification System is taught, and the pupil is given practice in the use of the *Readers' Guide to Periodical Literature.*

In the high school building a trained librarian and an assistant are in charge of a library of 16,000 volumes, selected primarily with the needs of high school pupils in view. An average of 1200 new books are added yearly to replace worn copies and to add the new titles most urgently needed in the various departments of the school. The high school library should be a quiet busy study room where pupils come and go in their search for information beyond the text books in their various fields of study.

Teaching children to read with ease and intelligence, and developing in them a love for good books are of prime importance in the elementary school. To children who read with ease and enjoy good books, the door of the high school and the college will readily open. To the pupil who reads laboriously and to whom juvenile literature has but little appeal, the prospect of securing a high school education is indeed remote.

He may pass the grades thru the generosity of kindly disposed teachers, but he is doomed to bitter struggle and probable failure in the high school if he is a poor reader. The teaching of reading, therefore, is the keystone of the elementary arch. Reading must be made so attractive in the grades that its appeal will be irresistible. This can be accomplished only by supplying interesting books, in increasing number, suited to the child's ability at every grade level. This is the field of the classroom library.

Each classroom from grade four to eight inclusive in our city is served by collections of books chosen by the librarian and grade supervisor to meet the needs of that grade. These collections circulate, according to schedule, by means of the school truck.

Each classroom library consists of twenty or more carefully selected books, covering a

variety of informational and literary interests, and graded with the idea of developing reading power and creating a fine appreciation of the better books.

When the classroom libraries are sent from the high school library to travel thru the various classrooms of the same grade, they are equipped with a list of the books therein, an itinerary of transfer dates from school room to school room, and a simple charging outfit. One result of the circulating classroom libraries is to bring the pupil into direct contact with the main library.

At the present time there are forty-two circulating libraries in the elementary schools of York with approximately eight hundred books in constant use. The monthly average is nearly six readers to each book. The work has been fully established for only two years but its popularity has been clearly shown. We add at least five hundred new books each year to replace worn-out copies and to add the new titles most suited to the needs of these grades.

The library service just described costs the school system $4000 per year. The salaries of the school librarian and her assistant amount to $2500. This leaves but $1500 to be spent annually for new books and other equipment, which sum is appropriated each year in the budget for this purpose. There are 8500 pupils in all grades of the York city schools. This means that we are spending less than an average of fifty cents per pupil annually for school library purposes. In addition to this a liberal amount of supplementary reading material is furnished. In time much more should be spent on the library proper and less for material which we now designate as "supplementary reading." Plainly this amount is not enough to secure the complete library service which the modern school should have. It is my hope that the amount we spend may be increased annually until the demand for good reading will require an expenditure of at least one dollar a year for each pupil enrolled.

No one would contend that a single dollar of public money should be spent unwisely. But the reading habit is so essential to all school success and to continuous mental growth thruout life, that wise school administrators will plan library instruction to point the way, and provide liberally in the annual budget to properly finance this important work.

Copyright Restrictions on Importation

AT the hearing held February 10 on the Solberg Bill (H. R. 11258) before the House Committee on Patents a rebuttal statement was presented by M. Llewellyn Raney for the American Library Association and thirteen other national organizations. A summary follows of that part of Dr. Raney's rebuttal dealing with Section 41, which would cancel the privilege of educational institutions, public libraries and the like to import for use and not for sale a single copy of an authorized foreign reprint of a book by an American author copyrighted in the United States, whenever an agreement to exclude shall have been made and recorded.

The embarrassment this change might cause to conscientious library officials is illustrated by a letter from Hiller C. Wellman librarian of the Springfield (Mass.) Public Library, to the chairman of the House Committee on Patents. Mr. Wellman said in part: "In the Springfield City Library, for example, we check the current English book reviews, circulars, and advertisements. The great majority of the books so selected are by foreign authors, and are ordered from abroad. In very many cases, however, the librarian cannot be sure that the books are by foreign authors. To ascertain this fact in each instance would involve great labor, expense, and delay. The case of a public library is very different from that of a dealer, who perhaps would order 500 or 1,000 copies of the same book, where the library orders one copy of 500 or 1,000 different books. For the library to attempt to discover in each instance the nationality of the author would involve such labor and expense as to be almost prohibitive. I feel certain that under existing conditions libraries almost universally buy the American editions of works by American authors. Certainly the importation of such works by libraries is practically negligible, yet in order to prevent it, the Solberg restriction causes for libraries a wholly unnecessary and very grievous burden on all their importing. Not only would great expense be caused, but there would be resulting delay in procuring English books for American readers."

England forbids the importation of infringing works for sale or hire, but does not define infringement. It is not the English habit, any more than it is ours, said Dr. Raney, to bring in foreign reprints. The only difference is that the English publisher does not think a specific prohibition worth enacting, while the American publisher demands it, he continued. Canada

copies the British statute, but adds, "Notwithstanding anything in this act it shall be lawful for any person:—(a) To import for his own use not more than two copies of any work published in any country adhering to the [Berne] convention." In the new Swiss law of 1922, there is free movement of all authorized editions, a brave act on the part of Switzerland, considering her trilingual population and the depreciated currency of her neighbors. It is Dr. Raney's opinion that what American publishers seek is to force the libraries' foreign patronage to themselves under the guise of copyright requirement. In the hearings the publishers' representatives never cited a supporting sentence from any foreign code because there is none, he said. The British, Canadian and Swiss provisions cited above are evidence to the contrary. The case in practice which they quoted, that of the Tauchnitz reprints, was invalidated in the hearing of January 22 (pages 89 and 90) when two signed statements were produced from Tauchnitz, to the effect that the British and American originals which he reprints can be freely imported by anybody in Germany, without any reference to him. The Secretary of the Incorporated Society of Authors, Playwrights, and Composers (English) wrote to similar purport: "In answer to your questions, there is nothing whatever so far as I can see to prevent the importation into England of copies of the [original] American edition, whatever price the American edition may have been published at. . . . The remedy would be, of course, a remedy *under the contract* in the courts, and not *under any statute.*"

For a final argument, Dr. Raney adduced the practice of the British Museum. Under date of April 3, 1922, he wrote to Sir Frederick G. Kenyon, the Director, asking in part: "Do you in practice esteem yourself in possession of the right to import for use, as against sale or hire, the original American edition of an American work of which an authorized edition may also have been published in England? Such privilege would seem to be inferred from the text of the law. The American law, as you may know, is very specific on this point. In case you exercise such privilege, are you at liberty to order such original American work through other than the English copyright owner? Is such right recognized by the Customs officials or merely connived at? . . . "

On April 19th, 1922, the Director replied:

"1. When an authorized edition of an American work has been published in England, we should not normally order a copy of the American edition. We are content with the English edition, which we receive gratis under the Copyright Act. If, however, there were reason to suppose that the American edition would have a separate value of its own, we should feel at liberty to order a copy for the British Museum.

"2. We should feel at liberty to order a copy of the American edition through other channels than the English copyright owner. In the case supposed, it is the American book that we want, and a copy of the English edition would not answer our purpose. We are therefore not buying what the English owner has to sell, and there is no reason why we should order through him.

"3. The purchases in question must be so rare that it is very unlikely that the Customs officials would know anything about them. Unless some special notification were attached to each volume (similar to the notice printed on the cover of all volumes in the Tauchnitz series), the officials would have no means of knowing whether an English authorized edition existed or not."

Reverting to Section 41, Dr. Raney concluded: "Think of the amazing situation that would face the American users of foreign publications if such a proposal became a law. No contemporary or prospective book could be safely ordered from Europe by anybody in the United States without first writing to the Copyright Office to ascertain whether some American publisher had reissued or would reissue it here, and what the publishers' address is. Thus harass the whole educational world just to gratify a little group of New York publishers who could be named on the fingers of a mutilated hand, and might better be employed in sending the works of American authors to the ends of the earth, while letting American librarians and British authors take care of themselves!

"They believe in the 'édition partagé', they say; i.e., in their spokesman's phrase, the author's full control in 'assigning the publishing rights in the several markets in which his book can be sold. So do we all. Let's start dividing the field and see where we diverge. There could be an edition for each of several countries. The American owner could then sublet by States. Next, each municipality could have its own issue, and, finally, there might be one for Manhattan, and another for Brooklyn, etc. All these city and borough editions may of course, be manufactured at one place, the differences being only in the title pages. Now you are required by your theory to maintain that it is the duty of the Government to prevent anyone from crossing the Bridge to get a Brooklyn copy unless he can show a pass from the Manhattan owner, while I say that the Government's sole duty is to prevent a third unauthorized edition."

THE LIBRARY JOURNAL

TWICE-A-MONTH MARCH 1, 1925

UNTIL the Einstein theory negatives time to the extent of giving us a few more hours in the day, librarians will still be hard put to it to find time for reading. Yet is it the librarian who does not read and not the librarian who reads who is "lost" under the present views of library work and its requirements. The librarian must read both professionally, for his own development, and from the point of view of the reader, for his information and guidance. It is a capital idea which Mr. Sherman emphasizes, in line with the suggestion made by Miss Parsons some time since, that the library should permit the members of its staff to take specified time within library working hours for either professional or general reading. To a great extent librarians must get their views of current books from the information furnished by literary periodicals, but touch with the books themselves must nevertheless not be neglected. A librarian should, in fact, be a well-read person, even for the work of the general assistant. Whether the emphasis on adult education will produce a change in our library personnel that will bring into the service more experts, after the German pattern, is a question which Mr. Henry treats in the suggestive paper also printed in this issue. The future is before us, and it is a big future—big with problems.

THE eminent music lover, Mrs. Frederic Shurtleff Coolidge, not of the presidential family, has for some years maintained at her summer home in the Berkshires a remarkable musical festival at which prizes have been awarded for original compositions selected for initial performance at these festivals. Last year she provided for the musical programs performed at the Freer Art Gallery—the most lovely of art buildings—under the auspices of the Library of Congress. She has now, with increasing liberality, made provision for an auditorium at the Library of Congress, with an endowment which will permit a great extension of the service in the field of music by the Library of Congress both thru performances in the auditorium and in the strengthening of its Music Department. The architect of the Capitol, who now has jurisdiction of the Library building, has planned that the auditorium shall be in the northwest inner court of the Library building, which will not interfere with the other functions of the Library, and this new departure in library building and administration opens a new field for American library development. The Music Department of the Library of Congress, under the competent direction of Oscar G. T. Sonneck, editor of the *Musical Quarterly*, and his successor, Carl Engel, has become one of the foremost collections in the world in its field, tho it cannot boast the original manuscripts of the great masters which are to be found in the libraries of Vienna and other European capitals. The collections in this field at the Boston and New York Public libraries are also noteworthy. At St. Louis, Dr. Bostwick has made a specialty of collecting for historical preservation the popular music of the day, and not a few libraries have collected and put into circulation music records for phonographs or piano players. For some of the new library buildings sound-proof rooms have been provided for the reading of music otherwise than by the eye. This summary suggests how largely music has already entered the library field and gives promise of considerable advance in the future, for ours is proving indeed a music-loving country, whose musical achievements are not to be limited to the invention of the phonograph or the institution of jazz.

GIFTS to our national library, such as that of Mrs. Coolidge, will certainly be promoted by the organization of the Library of Congress Trust Fund Board provided for in a bill pending in the two houses of Congress, in whose hands would be placed, under proper national safeguards, gifts and bequests income from which could be more freely utilized by the Librarian of Congress than can funds within the narrow limits of government appropriations. Hitherto, altho the great co-operative enterprise of all, the library cards, has been a benefaction from the Library of Congress to the whole library system, this plan has been worked out primarily in connection with the catalog of the national library and only incidentally for the larger benefit of public libraries generally. The Librarian of Congress has not had a free hand in co-operation with other libraries in enterprises on a national scale. Many valuable

contributions have been made by private persons or thru special appropriations to the great collections of the national library, in which are now gathered the original manuscript material relating to many of our presidents. Under the proposed Board, gifts and bequests in money can be safely made which can be utilized by the Librarian for co-operative and special purposes and will permit the payment for additional services of experts inside or outside the Library of Congress who cannot now be paid by the Library for special services.

LIBRARY ORGANIZATIONS

MASSACHUSETTS LIBRARY CLUB

THE midwinter meeting of the Massachusetts Library Club was held in the Gardner Auditorium at the State House, Boston, on January 29. By invitation, the Special Libraries Association of Boston joined in the meeting. There was an exceptionally large attendance.

Governor Alvan T. Fuller, introduced by President Edward H. Redstone, offered a brief welcome, and spoke of the marine libraries, making a plea to the public libraries not to allow their interest and work for ship libraries to lapse in times of peace. He then introduced Rear Admiral William S. Sims, who talked entertainingly and earnestly of the needs of the merchant marine library service, paying high tribute to the men who man our merchant ships, their general character, intelligence, devotion to duty and desire to learn. He read letters from men in the service asking for books on a great variety of subjects and urged that the libraries in the state give their whole-hearted efforts to the task of supplying the needs of these men.

Following, Mrs. Henry T. Howard, president of the American Merchant Marine Library Association, spoke of the work of supplying ship libraries and of the arrangements for the big drive for books beginning February 15. A round table on cataloging problems led by Frances R. Coe of the State Library, concluded the morning session.

In the afternoon, Daniel N. Handy, president of the National Special Libraries Association, gave an interesting talk on the relationship between special libraries and public libraries, emphasizing the need of neighborliness and good will on the part of each group. He urged more frequent consultation and co-operation to determine where the respective fields overlap or diverge and how each group can aid the other.

The last formal feature of the program was a thoroly enjoyable reading by Professor Charles Townsend Copeland of Harvard, after which dinner at the Twentieth Century Club and a social evening at the State Library, where Mr. and Mrs. John F. Cronan entertained most delightfully with story telling and games and refreshments followed to complete a most enjoyable and successful meeting of the Massachusetts Library Club.

COLLEGE AND UNIVERSITY LIBRARIANS OF SOUTHERN CALIFORNIA

THE fourth Southern California College and University Librarians' Conference was held January 24th in Rembrandt Hall, Pomona College, Claremont.

The morning session was taken up with an informal round table on the Library of Congress classification. The discussion was opened by Philip S. Goulding, head cataloger of the University of California, Southern Branch. This library is changing from the Dewey classification to the L. C. Mr. Goulding explained that as a whole new catalog was imperative it was decided to make the change in the classification at the same time. It was the concensus of the members that if the present classification of a library was not adequate or if a new catalog was a necessity that the change should be made to the L. C. regardless of size but if the catalog was satisfactory the D. C. could be so altered and kept up-to-date that the large expense and inconvenience of many readers of the process of changing could be avoided.

Professor George S. Burgess, chairman of the Pomona College Library Committee, presented for discussion the subject, "What responsibility has the College library in encouraging students to read good literature?" also, "What is being done in the way of purchasing new and modern literature including fiction?"

In the afternoon the members visited the exhibit of Chinese home life being held under the auspices of the Rembrandt Club and the Pomona College Library. This exhibit, made by John Cotton Dana of Newark Public Library, assisted by Marion Ewing, acting librarian of Pomona College, shows all the objects in use in the daily life of the Chinese people.

Marion J. Ewing was elected chairman for the coming year and Charlotte M. Brown, secretary.

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IN THE LIBRARY WORLD

NEW YORK

Elmira. Ground has been broken for the new library building at Elmira College, the first building to be constructed under a comprehensive program recently adopted. The building, designed for beauty and service to be the heart of the institution, will cost about $300,000, and is to be completed in about a year.

NEW YORK

New York City. Four cab loads of library books, according to the *New York Times*, were stolen by one reader from the New York Public Library during the last ten years as well as fifty maps taken from other books. Many of these were very valuable books which could not be replaced. Sentence was suspended.

DISTRICT OF COLUMBIA

A bill to create a Library of Congress Trust Fund Board introduced in the House of Representatives, February 3, was referred to the Committee on the Library. The following are the main provisions of the bill (H. R. 12125):

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That a board is hereby created and established, to be known as the Library of Congress Trust Fund Board (hereinafter referred to as the board), which shall consist of the Secretary of the Treasury, the chairman of the Joint Committee on the Library. the Librarian of Congress, and two persons appointed by the President for a term of five years each (the first appointments being for three and five years, respectively).

No compensation shall be paid to the members of the board for their services as such members. . . .

Sec. 2. The board is hereby authorized to accept, receive, hold, and administer such gifts or bequests of personal property for the benefit of, or in connection with, the Library, its collections, or its service as may be approved by the board and by the Joint Committee on the Library.

The moneys or securities composing the trust funds given or bequeathd to the board shall be receipted for by the Secretary of the Treasury who shall invest. reinvest, or retain investments as the board may from time to time determine. The income as and when collected shall be deposited with the Treasurer of the United States, who shall enter it in a special account to the credit of the Library of Congress and subject to disbursement by the librarian for the purposes in each case specified. . . .

Sec. 3. The board shall have perpetual succession, with all the usual powers and obligations of a trustee, except as herein limited, including the power to sell, in respect of all property, moneys, or securities which shall be conveyed, transferred, assigned, bequeathed, delivered, or paid over to it for the purposes above specified. . . .

Sec. 4. Nothing in this Act shall be construed as prohibiting or restricting the Librarian of Congress from accepting In the name of the United States gifts or bequests of money for immediate disbursement in the interest of the Library, its collections, or its service.

Sec. 5. Gifts or bequests to or for the benefit of the Library of Congress, including those to the board, and the income therefrom, shall be exempt from all Federal taxes.

Sec. 6. Employees of the Library of Congress who perform special functions for the performance of which funds have been intrusted to the board or the librarian, or in connection with co-operative undertakings in which the Library of Congress is engaged, shall not be subject to the proviso contained in the Act making appropriations for the legislative, executive, and judicial expenses of the Government for the fiscal year ending June 30, 1918, and for other purposes, approved March 3, 1917, in Thirty-ninth Statutes at Large, at page 1106; nor shall any additional compensation so paid to such employees be construed as a double salary under the provisions of section 6 of the Act making appropriations for the legislative, executive, and judicial expenses of the Government for the fiscal year ending June 30 ,1917, as amended (Thirty-ninth Statutes at Large, page 582).

Sec. 7. The Board shall submit to the Congress an annual report of the moneys or securities received and held by it and of its operations.

The House Committee has reported favorably.

NORTH CAROLINA

Asheville. The trustees of the Pack Memorial Library at Asheville plan to begin work shortly on the new building on Park Square to house the library which is temporarily in a store house. Bids were to be received on February 9. The architect is Edward L. Tilton of New York whose design shows walls of white Georgia marble rising three stories to a corniced roof.

INDIANA

Indianapolis. A bill is being prepared by Demarchus C. Brown, state librarian of Indiana, asking for appropriation of $800,000 for the erection of a state library building on the site offered the state for the purpose on the world war memorial plaza grounds. The state library is now lodged in the badly overcrowded Capitol building and many of the documents are stored in the basement and inaccessible.

MISSOURI

St. Louis. A special course of training for children's librarians patterned in some degree on that under the superintendence of Miss Power in Cleveland is to be offered next school year by the St. Louis Library School under the direction of Miss Alice I. Hazeltine who returns to the charge of the children's department of the St. Louis Public Library.

CALIFORNIA

An act "for the government of the Sutro Library (Assembly Bill No. 379) introduced by Mr. Rosenshine, January 21, and referred to the Committee on libraries, reads:

The people of the State of California do enact as follows:

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Just Out

Die deutsche Literatur der Aufklärungszeit. Fünf Kapitel aus der Literaturgeschichte des achtzeanten Jahrhunderts mit einem Anhang: Die allgemeinen Tendenzen der Geniebewegung. Von **Albert Köster,** Professor an der Universität Leipzig. M. 10—geb.. M. 12.

Geschichte der deutschen Literatur herausg. von **Albert Köster** und **Julius Petersen.** I. Band. **Heldendichtung, Geistlichendichtung, Ritterdichtung.** Von **H. Schneider,** Professor an der Universität Tübingen. M. 20—geb. M. 22, 50.

Die Deutschen und die Nachbarstämme. Von **Kaspar Zeuss.** Manuldruck nach der Erstausgabe von 1837. (German. Bibliothek II. 16. Band) M. 8—geb. M. 10, 50

Handbuch der mittelenglischen Grammatik. Von **R. Jordan,** Professor an der Universität Jena. I. Teil: Lautlehre. (German. Bibl. I. 13.) M. 6, 30—geb. M. 8

Die Grundlage der Phonetik. Ein Versuch die phonetische Wissenschaft auf fester sprachphysiologischer Grundlage aufzubauen. Von **J. Forchhammer,** Lektor an der Universität München. M. 6—geb. M. 7, 50

Das Katalanische. Seine Stellung zum Spanischen und Provenzalischen sprachwissenschaftlich und historisch dargestellt von **W. Meyer-Lübke,** Professor an der Universität Bonn. (Samml. Romanischer Handbücher V. 7. Band) M. 6, 50—geb. M. 8.

Italische Gräberkunde. Von **Fr. v. Duhn,** Professor an der Universität Heidelberg. I. Band. Mit 173 Abb. auf 37 Tafeln u. 12 Karten. (Bibliothek der klass. Altertumswiss. 2. Band) M. 30—geb. M. 33.

Vorlesungen über den Islam. Von **I. Goldziher,** Professor an der Universität Budapest. 2. neu bearbeit. Aufl. von **F. Babinger,** Professor an der Universität Berlin. (Religionswiss. Bibliothek 1. Band) M. 12—geb. M. 14.

Babylonien und Assyrien. Von **Br. Meissner,** Professor an der Universität Berlin. I. Band: Mit 138 Text —223 Tafelabbildungen und 1 Karte M. 18—geb. M. 20—II. Band: Mit 46 Text—55 Tafelabbildungen und 2 Karten M. 19—geb. M. 21—(Kulturgeschicht. Bibliothek 3/4. Band) *Die erste Kulturgeschichte Babyloniens!*

Grundzüge der Sowjetverfassung. Mit Text der Verfassungen vom 6. Juli 1923 and 10. Juli 1918. Von **M. Eljaschoff**—Riga. M. 2.

Geschichte der Rheinischen Pfalz nach ihren politischen, kirchlichen und literarischen Verhältnissen. Von **Ludwig Häusser,** Unveränderter Neudruck der Erstausgabe von 1845. 2 Bände geb. M. 20— (XXVIII u. 1596 Seiten)

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SEC. 1. The Sutro library, given to the state by the heirs of the late Adolph Sutro, shall be under the control and management of the state board of control, and shall be managed by a librarian appointed by the state board of control, and nominated by a majority of the librarians of county libraries operating under section two of the county free library law. Such librarian shall hold office for four years. All assistants shall be appointed by the state board of control on recommendation of such librarian. All employees shall be under state civil service except technical library assistants.

SEC. 2. Said library shall constitute a separate institution and shall be known as the "Sutro Library," and the state board of control is authorized to accept gifts in aid thereof, and the funds of said library shall at all times be kept separate and distinct from other library funds.

SEC. 3. The purpose of the said library shall be to care for the Sutro library collection and other old, rare and valuable library material, and to become the storehouse for all publicly owned research material, and to economically administer it so that the same shall be fully and equally available for the research worker in any part of the state.

FRANCE

Paris. From three hundred applicants from eighteen countries for admission to the Paris Library School fourteen French students, one American of Swiss parentage, and five students from Belgium, Norway, Russia, and Jerusalem respectively are enrolled in the first full winter term offered by the school.

To "this year's class have been admitted only students holding brevet superieur or baccalaureate diplomas, or who have passed satisfactory examinations. Next year to be admitted to the examination applicants must present diplomas showing completion of secondary studies, brevet superieur, baccalaureate or other higher degrees. Faculty action may, however, admit exceptional students to the examination."

THE OPEN ROUND TABLE

THE SOLBERG BILL AND THE LIBRARIAN

To the Editor of the LIBRARY JOURNAL:

The provision of the Solberg copyright bill which prohibits libraries from importing the authorized foreign reprint of an American author's work whenever an agreement authorizing such reprint stipulates that copies shall not be brought into the United States, etc., deserves attention by librarians.

Theoretically, this restriction would affect libraries but little, since in the vast majority of instances they buy the American edition of an American author's work. Actually, however, the restriction would be seriously detrimental.

In practice, English reviews, circulars, and advertisements are checked currently for purchase. By far the great majority of the books so selected are by foreign authors, and are ordered from abroad. But in many cases the librarian cannot be sure that they are by foreign authors. To ascertain this fact in each instance would involve intolerable labor, expense, and delay.

Thus, in order to prevent the importation by libraries of an American author's work—an importation which occurs so seldom as to be practically negligible—a wholly unnecessary and very grievous burden is imposed. For the cost of ascertaining in all cases whether a desired English edition may be lawfully imported or not would be almost prohibitive, to say nothing of the resulting delay in procuring the book for American readers.

The public welfare requires that libraries and other institutions of learning should continue to enjoy freedom in importing books—except piratical copies—for use and not for sale. Librarians and trustees would do well to communicate their views at once to the Chairman of the House Committee on Patents.

HILLER C. WELLMAN.

THE SURVEY—A PRECIOUS RIGMAROLE

To the Editor of the LIBRARY JOURNAL:

In every American library of any pretensions you may find a technological expert, a genealogical expert, a bibliographical expert, and a number of other experts. If you wish an answer to anything but the most elementary question about English literature, however, there is nobody to consult, and every one goes scurrying, blindly and unintelligently, to reference books.

We are all supposed to know the answers to such questions, and usually we do not. Except for luck, the question will remain unanswered for hours. Sometimes there is a junior assistant —often a girl—who actually reads.

If a speaker at a gathering of librarians makes a literary allusion of the simplest kind, it is incomprehensible to eighty-five per cent of his hearers. (Lest I should seem to be unfairly harsh to librarians, I will add that in any gathering of editors, publishers, authors, or writers of book-reviews, the case would be only a little better. About sixty-five per cent of the faces would continue to look numb.)

The libraries and the library schools, so I hear, are in difficulties to find the right persons to make into librarians.

I do not know all the reasons for these sad conditions, but I can make a good guess at one of them, a guess founded upon "twenty years' experience." It is because librarians are made to waste their time upon such precious rigmaroles as the "survey" or "questionnaire" now being circulated by the grand inquisitors of the American Library Association.

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AMONG LIBRARIANS

ALLEN, Mrs. Philip L., 1911 New York State, is organizing the Library of Mt. St. Mary's Academy at Newburgh, N. Y.

BEAMAN, Luella, 1906 Pratt, of the inquiry desk of the New York Public Library, is to spend six months at the Ridgewood (N. J.) Public Library as librarian, with the special task of building up the reference collection.

BERRY, Ethel I., 1911-12 New York State, has resigned as librarian of the *Minneapolis Journal* to become director of the Hennepin County Free Library, Hennepin and 10th Sts., Minneapolis, Minn.

BECHAUD, Mary E., 1907 Wisconsin (Mrs. Ralph H. Steffen) has joined the staff of the Brooklyn P. L.

CLARK, Charlotte H. 1917 Wisconsin, ln. of the Town of Stuntz, Minn., went to Washington, D. C., last month to be children's ln. for the new South Eastern Branch of the Public Library of the District of Columbia.

CRUIKSHANK, Alice D., 1903-04 New York State, who has been head cataloger of the Public Library of Hamilton, Canada for the past 14 months, has resigned to join the cataloging staff of the Public Library of Vancouver, B. C.

DAVIDSON, Isabel, 1913 Atlanta, 1917-18, New York Public, has resigned from the staff of the Federal Reserve Bank, New York, to become editorial assistant for the Personal Research Federation, 29 West 39th Street, New York.

DILTS, Arlene, 1925 New York State, will return to the Colorado Agricultural College, Fort Collins, next July as reference librarian.

BERNARDO, Gabriel A., 1920 Wisconsin, was appointed last spring librarian of the University of the Philippines and head of the Department of Library Science with the rank of assistant professor. He had previously been the assistant librarian. He has reorganized the staff since his appointment, accepting as student assistants only those who have made good grades in their library science courses in the University. His regular staff has been enlarged.

BOSTWICK, Arthur E., librarian of the St. Louis Public Library, will sail for China from Seattle on the President Jefferson, April 9. As already announced, he goes as a delegate of the A. L. A., upon the invitation of the Chinese National Association for the Advancement of Education, to confer with Chinese educators and public officials concerning the public library movement in China.

HAZELTINE, Alice I., 1903 N. Y. S., returns about March 15 to her old post as head of the children's department of the St. Louis Public Library, made vacant by the death in the fall of Anna P. Mason. In addition to resuming the supervision of that department, which Miss Hazeltine gave up in September 1923 to become director of children's reading for the Providence (R. I.) Public Library, she will develop a special course in training for children's librarians somewhat similar to that established by Caroline Burnite Walker in Cleveland and now under the superintendence of Effie L. Power.

HYLAND, Mabel D., 1923 Drexel, is cataloging the high school library at Narberth, Pa.

JOHNSON, Grace A. T., 1922 Wisconsin, began work in the Hibbing (Minn.) P. L. on January 15, as children's ln.

KINGSBURY, Gertrude H., 1924 New York State who has been on the cataloging staff of the State University of Iowa since July 1923, has resigned to become reference librarian at the Public Library, Roanoke, Va.

MALLARI, Ismael V., 1923 Wisconsin, was appointed librarian of the Philippine Normal School Library, Manila, in the summer. He also teaches some classes in English.

PEREZ, Cirilo B., 1920 Wisconsin, appointed librarian of the Bureau of Science Library in July to succeed Mary Polk, whose untimely death had occurred some months previously. Miss Polk had given Mr. Perez, as well as Mr. Bernardo, Mr. Mallari and Mr. Rodriguez whose appointments are given elsewhere on this page, their first lessons in library work, and had been instrumental in their coming to the United States for a complete course in library work.

RATHBONE, Georgia W., 1906 Pratt, librarian of the Brooklyn Young Women's Christian Association, appointed librarian of the F. E. Parlin Memorial Library, Everett, Mass.

RICE, Richard A., since 1912 chief of the division of prints at the Library of Congress, died suddenly on February 5 of heart failure after an illness from which convalescence seemed assured. Professor Rice, who was nearing his seventy-ninth year, graduated from Yale in 1868, and after study in Germany became in 1875 professor of languages and literatures at the University of Vermont; he taught these same subjects from 1881-1890 at Williams, shifting later to the chair of history and later to that of the history of art and civilization.

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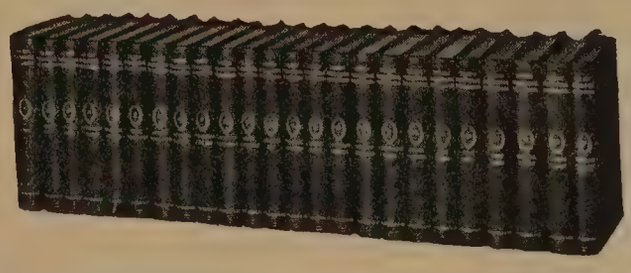
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On his retirement in 1911 he went to Washington and gave valuable assistance in the development of the collection of prints and of books on art, and in the following year succeeded A. J. Parsons in the active conduct of the prints division.

RODRIGUEZ, Eulogio B., 1920 Wisconsin, has been appointed chief of the library division of the Philippine Library and Museum.

SAWYER, Harriet P., preceptor of the St. Louis Library School, has been granted a leave of absence during the next academic year and plans to spend part of the year abroad. She will be replaced during that time by Mrs. Gertrude G. Drury, chief instructor.

SNYDER, Mary B., 1902 Drexel, has returned to Norfolk, Va., to catalog the library of the Norfolk and Portsmouth Bar Association.

SHARPE, Jean M., 1918 Wisconsin, who has been at the University of Michigan L. since her graduation, became ln. of Rockford College L. in December.

SMITH, E. Mabel, 1911 Wisconsin (Mrs. Earle B. Williams) is now ln. of the High School Library, Pawhuska, Okla.

WHITTLESEY, Julia M., 1903 New York State is spending a year at the Berea (Ky.) College Library assisting in various ways, and giving special attention to the cataloging and extension field work.

RECENT BIBLIOGRAPHIES

GENERAL

Whitaker's cumulative book list; 1924. Bowker. 260p. $3.50.

SUBJECT BIBLIOGRAPHIES

AGRICULTURAL CHEMISTRY

Trier, Georg. Chemie der Pflanzenstoffe. Berlin: Gebrüder Borntraeger. Bibl. footnotes.

APOLOGETICS. *See* REASON.

ARGONAUTS

Bacon, J. R. The voyage of the Argonauts. Small. 7p. bibl. $2.50.

ARITHMETIC—STUDY AND TEACHING

Myers, G. C. The prevention and correction of errors in arithmetic. Chicago: Plymouth Press. Bibl. footnotes. 60c.

BEAUMARCHAIS, PIERRE AUGUSTIN CARON DE

Macpherson, H. D., *comp.* Editions of Beaumarchais available for study in New York City. New York Public Library. *Bulletin.* Jan. 1925. p. 13-28.

BENTONITE

Canada Dept. of Mines. Mines Branch. Bentonite. Ottawa: F. A. Acland, printer. 4p. bibl.

BIBLE

Gore, Charles, bp. The doctrine of the infallible book. Doran. Bibl. footnotes. $1.

Hoare, H. W. H. Our English Bible; the story of its origin and growth. rev. ed. Dutton. 3p. bibl. $2.

BIBLE—OLD TESTAMENT—DEUTERONOMY

Welch, A. C. The code of Deuteronomy; a new theory of its origin. Doran. Bibl. footnotes. $2.

BIRDS

Dewar, J. M. The bird as a diver. 3p. bibl. London: H. F. & H. G. Witherbee.

BORROMINI, FRANCESCO, 1599-1667

Hempel, Eberhard. Francesco Borromini. Wien: A. Schroll. 2p. bibl.

BUD-MOTH

Porter, B. A. The bud-moth, U. S. Dept. of Agr. 2p. bibl. (Dept. bull. no. 1273).

BUSINESS CYCLES

Hexter, M. B. Social consequences of business cycles. Houghton. Bibl. footnotes. $4

BYRON, GEORGE GORDON NOEL, 6TH BARON

Bibliographical catalogue of first editions, proof copies and manuscripts of books by Lord Byron. Bowker. 114p. $10.

CANKER-WORMS

Porter, B. A. The canker-worms. U. S. Dept. of Agr. 2p. bibl. (Dept. bull. no. 1238).

CATHOLIC CHURCH

Phillips, J. A. Papal paganism. Nashville, Tenn.: Cokesbury Press. Bibl. footnotes. $1.50.

CATHOLIC CHURCH—EDUCATION

Kirsch, F. M. The Catholic teacher's companion. Benziger. 5p. bibl.

CEMENT

Abrams, D. A. Effect of storage of cement. 2d. ed. Chicago: Structural Materials Research Laboratory. (Bull. 6).

CHEMISTRY. *See* AGRICULTURAL CHEMISTRY

CHILDREN—DISEASES

Finkelstein, Heinrich. Lehrbuch der Säuglingskrankheiten. 3. aufl. Berlin: J. Springer. Bibl. footnotes.

CLAIRVOYANCE. *See* TELEPATHY.

COLLECTORS AND COLLECTING

Pratt Institute Library. Hobbies: some varieties, and their cultivation. *Quarterly Booklist.* Winter 1925. p. 39-43.

COSTUME

Norris, Herbert. Costume and fashion; the evolution of European dress. . . . Dutton. Bibls. $10.

COTTON—CULTIVATION AND MANUFACTURE

Choussy, Felix. Cultivo del algodon e el Salvador. San Salvador: Imp. Diario del Salvador. 2p. bibl. (Direccion general de agricultura. Publicacion).

CYCLES. *See* BUSINESS CYCLES.

DEUTERONOMY. *See* BIBLE—OLD TESTAMENT—DEUTERONOMY.

DIVING BIRDS. *See* BIRDS.

DOGS

Little, G. W. Dr. Little's dog book. McBride. 8p. bibl.

DRAMA

Clark, B. H. A study of the modern drama. Appleton. 65p. bibl. $3.50.

EASTERN QUESTION (BALKAN)

Ensign, Rhea. America and the Near East. Lawrence: Univ of Kansas Dept. of Journalism Press. 2p. bibl.

ECONOMICS—HISTORY

Weber, Max. Wirtschaftsgeschichte. 2. aufl. München und Leipzig: Duncker & Humblot. 2p. bibl.

EDUCATION, RELIGIOUS

Athearn, W. S., *and others.* Measurements and standards in religious education. Doran. 2p. bibl. $5.

EDUCATION, SECONDARY

Malan, W. deV. Tendencies in secondary education, with special reference to the situation in the Cape Province of the Union of South Africa. Wellington, C.P.: Wellington Economic Press, 1923. 4p. bibl. (Thesis, Ph.D., Columbia Univ., 1924).

ELECTROCHEMISTRY

Thompson, M. deK. Theoretical and applied electro-chemistry; rev. ed. Macmillan. Bibl. footnotes. $4.50.

ENGLAND—HISTORY—MEDIEVAL PERIOD

Davies, R. T. A sketch of the history of civilization in Medieval England, 1066-1500. London: Macmillan. 2p. bibl.

EVOLUTION

More, L. T. The dogma of evolution. Princeton. Bibl. footnotes. $3.50.

EYELIDS—DISEASES

Schreiber, Ludwig. Die Krankheiten der Augenlider. 3. aufl. Berlin: J. Springer. Bibls.

FACTORY MANAGEMENT

Moral, Felix. Revision und Reorganisation industrieller Betriebe. 2. verb. und verm. aufl. Berlin: J. Springer. 3p. bibl.

FASHION. *See* COSTUME.

FOLK SONGS. *See* MUSIC.

FORESTS AND FORESTRY

Bates, C. G. Forest types in the central Rocky Mountains as affected by climate and soil. Washington: Govt. Prtg. Off. 2p. bibl. (Dept. bull. no. 1233). U. S. Dept. of Agr.

FRANCE—COURT AND COURTIERS

Latour, T. L. Princesses, ladies and adventuresses of the reign of Louis XIV. Knopf. 8p. bibl.

HISTORY, MODERN

Earle, E. M. An outline of modern history; a syllabus with map studies; rev. ed. Macmillan. 2p. bibl. $1.60.

INCOME. *See* TAXATION.

HOMER

Homer. The Iliad, v. 1. Putnam. 3p. bibl. $2.50. (Loeb classical library).

HOBBIES. *See* COLLECTORS AND COLLECTING

INFANTS. *See* CHILDREN.

INTERNATIONAL RELATIONS

Moon, P. T. Syllabus on international relations. Macmillan. 37p. bibl. $2.

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Piepenbring, Charles. The historical Jesus; tr. by Lilian A. Clare. Macmillan. 2p. bibl.

JEWS—SOCIETIES

United Synagogue of America. Women's League. Handbook for Jewish women's organizations. New York. Bibls.

JUVENILE DELINQUENCY

Van Waters, Miriam. Youth in conflict. New York: Republic Pub. Co. Bibl. footnotes. $1.

LAW. *See* ROMAN LAW.

LIVE STOCK. *See* POISONOUS PLANTS.

LOUIS XIV. *See* FRANCE—COURT AND COURTIERS.

LONDON—DESCRIPTION AND TRAVEL

Finsbury (Eng.) Public Libraries. List of books on the various districts of London. *Quarterly Guide.* Jan. 1925. p. 113-135.

LUCRETIUS

Lucretius. De rerum natura. Putnam. 2p. bibl. $2.50. (Loeb classical library).

MASON, WILLIAM

Draper, . W. William Mason; a study in eighteenth century culture. 32 Waverly Place, New York: New York University Press. 28p. bibl. $6.50.

MASSACHUSETTS

Alden, W. C. The physical features of western Massachusetts, U. S. Geological Survey. Bibl. footnotes. (Bull. 760-B).

MEMORY

Offner, Max. Das Gedächtnis. Berlin: Reuther and Richard. 14p. bibl.

MENDEL, GREGOR JOHANN, 1822-1884.

Iltis, Hugo. Gregor Johann Mendel, Leben, Werk und Wirkung. Berlin: J. Springer. Bibl. footnotes.

METAPHYSICS

Essays in metaphysics; lecture delivered before the Philosophical Union; Univ. of Cal., 1923-1924. Berkeley. $3.75. (Pubs. in phil., v. 5).

MINIATURE PAINTING

Clouot, Henri. Dictionnaire des miniaturistes sur émail. Paris: A. Morancé. 9p. bibl.

MUSIC

Hunt, H. E. Spirit and music. Dutton. Bibl. footnotes. $1.50.

Mattfeld, Julius, *comp.* The folk-music of the western hemisphere; a list of references in the New York Public Library. *Bulletin.* Nov., p. 799-830; Dec. p. 864-889.

New York Public Library. New books: music. *Branch Library Book News.* Jan. 1925. p. 5-9.

See also OPERA.

NEWSPAPERS

Radder, N. J. The small city daily and country weekly. Bloomington: University of Indiana. 4p. bibl. $1.

NORTH AMERICA

Smith, J. R. North America. Harcourt. Bibl. footnotes. $6.

OPERA

Boston Public Library. Operas; a selected list of scores, librettos and related works in the . . . library. 6p. Jan. 1925. (Brief reading lists, no. 31).

PAGEANTS

Mackaye, Hazel. The quest of youth; a pageant for schools. U. S. Bur. of Ed. (Bull., 1924, no. 33). 5p. bibl.

PAINTINGS—ST. LOUIS

St. Louis City Art. Museum. Catalogue of paintings, with biographical data and descriptive notes. 3d. ed. 116p.

PECANS

Stuckey, H. P., and E. J. Jackson. Pecan-growing. Macmillan. Bibl. footnotes. $3. (Rural sci. ser.).

PERSONNEL ADMINISTRATION

Rossi, W. H. and D. I. P., *comps.* Personnel administration; a bibl. Williams and Wilkins. 365p. $5.

PHILOSOPHY. *See* METAPHYSICS.

POETRY

Fabre d'Olivet, Antoine. The golden verses of Pythagoras; 2nd ed. Putnam. Bibl. footnotes. $4.

POISONOUS PLANTS

Long, H. C. Plants poisonous to live stock. Cambridge. 18p. bibl. (Camb. agr. monographs).

POSTERS

Kauffer, E. M., *ed.* The art of the poster. London: Palmer. 2p. bibl.

POTASH

Mansfield, G. R., and Leona Boardman. Potash in 1923. U. S. Geological Survey. 4p. bibl. (II-20).

PSYCHOLOGY, PATHOLOGICAL

Schilder, Paul. Medizinische Psychologie für Arte und Psychologen. Berlin: J. Springer. 14p. bibl.

PYTHAGORAS. *See* POETRY.

REASON

Hodgson, Rev. Leonard. The place of reason in Christian apologetic. Appleton. Bibl. footnotes. $1.50.

REFLEXES. *See* THERAPEUTICS.

REJUVENATION

Haire, Norman. Rejuvenation; the work of Steinach, Voronoff, and others. Macmillan. 11p. bibl. $2.75.

RELIGIOUS EDUCATION. *See* EDUCATION, RELIGIOUS.

RESEARCH

Reid, E. E. Introduction to organic research. Van Nostrand. Bibl. $4.50.

ROMAN LAW

Declareuil, Joseph. Rome et l'organisation du droit. Paris: Renaissance du Livre. 1p. bibl.

SCOTLAND—PARLIAMENTS

Rait, R. S. The parliaments of Scotland. Glasgow: Maclehose. 2p. bibl.

SECRET SOCIETIES

Webster. N. H. Secret societies and subversive movements. Dutton. Bibl. footnotes. $7.

SPACE

Benedicks, Carl. Space and time. Dutton. Bibl. footnotes. $2.

SUGAR—MANUFACTURE

Wallis-Taylor, A. J. Sugar machinery. London; Rider. 3p.

TAXATION

Brown, H. G. Three essays on the taxation of unearned income; 2nd ed. rev. and enl. Columbia, Mo.: Lucas Bros. Bibl. footnotes. $2.

TEETH—DISEASES

Marshall, J. A. The etiology of dental caries. 11p. bibl. Reprinted from *Physiological Review*, v. 4, no. 4, Oct. 1924.

TELEPATHY

Tischner, Rudolf. Telepathy and clairvoyance. Harcourt. Bibl. footnotes. $3.50.

THERAPEUTICS

Leprince, A. Traité de réflexothérapie. Paris: A. Maloine. 3p. bibl.

TIME. *See* SPACE.

TOBACCO—DISEASES

Johnson, James. Tobacco diseases and their control. U. S. Dept. of Agr. 7p. bibl. (Dept. bulll. no. 1256).

TRIALS

Hall, Sir John. The Bravo mystery and other cases. Dodd. 2p. bibl. $3.50.

UNITED STATES—GOVERNMENT AND POLITICS

Munro, W. B. The government of the United States; national, state and local; rev. ed. Macmillon. Bibl. footnotes. $3.75.

WALES

Davies, W. W. Wales. London: Williams and Norgate. Holt. 2p. bibl. (Home univ. l.).

LIBRARY CALENDAR

March 4. At the University of California, Berkeley, Calif. Open meeting of the A. L. A. Board of Education for librarianship. All interested are invited to attend, and definite information regarding program, etc., will be furnished on request by Sydney B. Mitchell, chairman of the Department of Library Science, University of California.

March 1. At the Holyoke Public Library. Winter meeting of the Massachusetts Library Club.

March 27-28. At the Hotel Chelsea. Atlantic City. Joint meeting of the New Jersey Library Association and the Philadelphia Library Club.

April 4. At the Elks Club, Louisville, Ky. Ohio Valley regional group of catalogers.

May 7-8. At Middlesboro, Ky. Annual meeting of the Kentucky Library Association.

June 15-20. At Vassar College, Poughkeepsie. New York Library Association's thirty-fifth annual conference. The new guest house and one or more of the dormitories will be available for the use of delegates.

June 22-27. At the New Ocean House, Swampscott, Mass. Massachusetts Library Club's meeting in which the other five New England states have planned to co-operate.

June 23-25. At the New Ocean House, Swampscott, Mass. Annual convention of the Special Libraries Association, in co-operation with the Massachusetts Library Club and other New England Associations.

June 27. Opening of the California Library Association's annual meeting at Eureka, Humboldt Co., California.

July 6-11. At Seattle, Wash. Forty-sixth annual conference of the A. L. A. and affiliated organizations.

October 13-15. At Rockford. Illinois Library Association.

Oct. 20-23. At Fort Wayne. Joint meeting of the Indiana, Michigan and Ohio Library Associations.

October. Exact date to be announced later. Regional meeting of the American Library Association at Sioux City under the auspices of the library associations of Minnesota, South Dakota, Nebraska, and Iowa.

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College graduate with some library experience wants position as assistant. W. N. 5.

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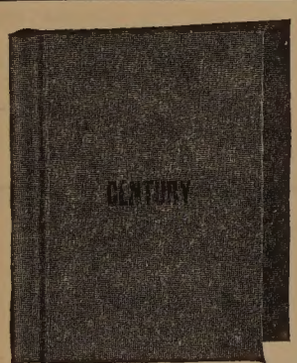
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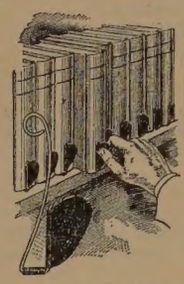
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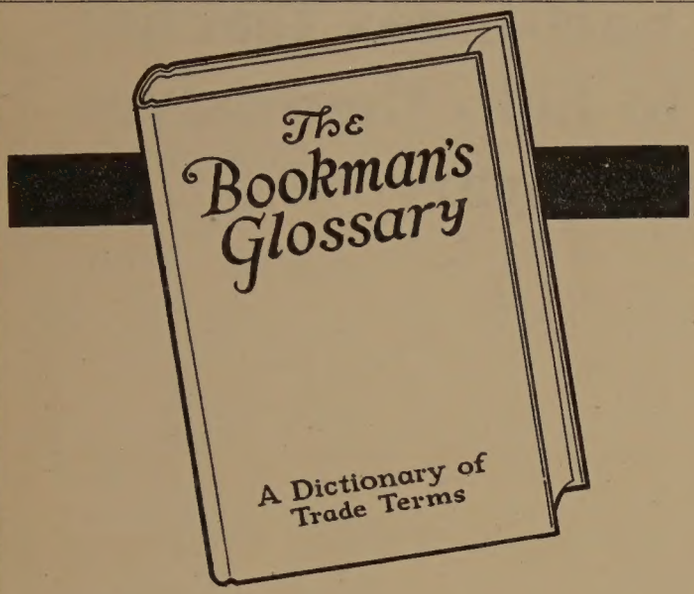
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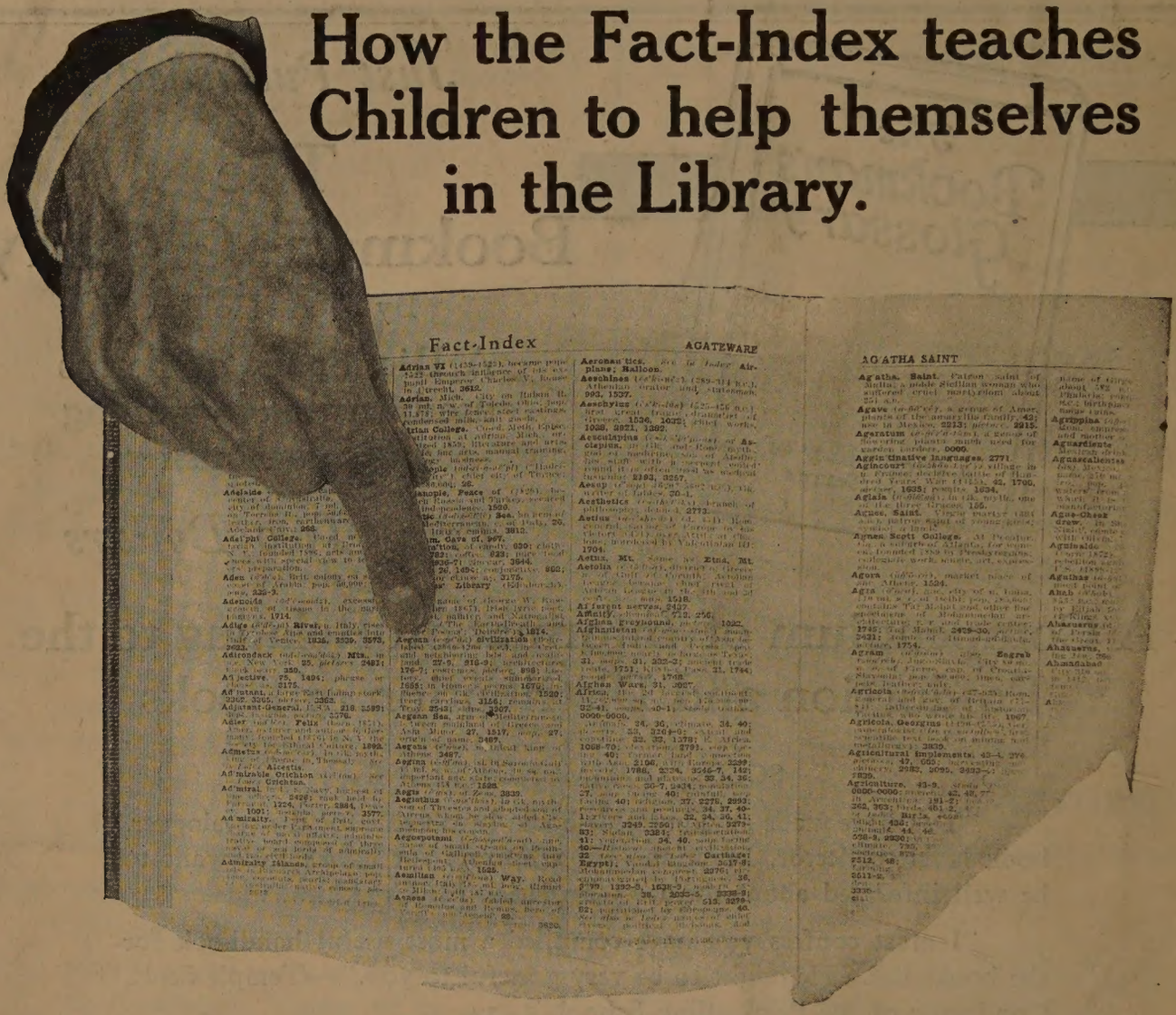
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